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1969-1970

EDUCATION DEPARTMENT ANNUAL REPORT

1970

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EDUCATION ALBERTA '70

THE SIXTY-FIFTH ANNUAL REPORT OF THE DEPARTMENT OF EDUCATION

Alberta

A faint, light gray watermark of the Alberta Legislature building is visible in the background. The building features a prominent central tower with a dome, flanked by two smaller towers, all surrounded by classical columns.

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Ed•u•ca•tion

Government of Alberta

**The Sixty-fifth Annual Report of
the Alberta Department of Education**

Note: This year the Department of Education Annual Report is complete in one volume. The financial tables showing revenues, expenditures, and debenture borrowings for each school division, district and county have been dropped from this year's report because they are of interest to a very limited audience. Copies of these tables are available on request from the Communications Branch, Alberta Department of Education, 604 Administration Building, Edmonton.

The 1970 Annual Report of the Alberta Department of Education is set in News Gothic, 10 on 12 point, on Offset Book and printed by L. S. Wall, Queen's Printer. Editorial direction and production by Department of Education's Communications Branch; Design - Anne Shaw; Graphics - Leslie Bernath; Photo Credits: Film and Photo Branch, Government of Alberta.

Edmonton, Alberta, 1971

CHILDREN'S ART

The Educational Climate

by Craig Gnauck, Stony Plain Elem. School

The School Program

by Clifford Wahlstrom, Kenilworth School, Edmonton

The Post Secondary Program

by Sharon Overman, Hardisty

The Standard of Instruction

by Kenneth Lawson-Williams, Holyrood School, Edmonton

The Special Programs

by Colin Cranton, Strome School

Curriculum Development

by Ross Kinder

Other Services

by Lorraine Guay, Athabasca Elem. School

Administration

by David Kovaks, Fort Sask. Elem. School

Statistical Appendix

by Darlene Jubick, Wanham School

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Edmonton February 15, 1971

To His Honour

J. Grant MacEwan

Lieutenant Governor of the Province of Alberta

Sir:

I have the honour to transmit the Annual Report of the Department of Education for the School Year 1969-1970.

I remain, sir, your obedient servant,

Robert C. Clark
Minister of Education



REPORT OF THE DEPUTY MINISTER

**To The Honourable
R. C. Clark
Minister of Education
Edmonton, Alberta**

I have the honour to submit the Annual Report of the Department of Education for the school year ending June 30, 1970.

This past year has been one of heightened activity within your department and a very eventful year for education generally. Virtually all of the legislation governing the public school system has been revised. The legislature gave its assent to a new School Act, a new Department of Education Act and a new School Election Act. All of these revisions went through a number of draft stages and at each stage broad consultation was undertaken with a host of public and professional organizations and with concerned individuals. This emphasis upon "participatory revision" has meant that your department officials were active in a continuing series of meetings, representations, legislative hearings and presentations.

The new legislation has done much to shift educational decision-making from the provincial to the local level. Boards have been freed of legislative direction

on administrative organization with the exception of the requirement that jurisdictions of a certain size must appoint a superintendent. While the school year is defined in terms of a minimum and a maximum number of days, boards may set opening and closing dates as they see fit. They have acquired, through regulation, considerable freedom of curriculum innovation and textbook selection. More than ever before they have been licensed to establish their own spending priorities. Ministerial approval has been removed from a variety of board decisions such as undertaking short term loans and the sale of property.

These changes will no doubt result in local school jurisdictions making greater call upon your department for consultative services, for evaluative data, and for program advice. We have anticipated the need for these services through our expansion of regional offices, our development of a program budgeting service, our greater emphasis on curriculum resources programs and our establishment of a communications branch.

Major advances were also recorded in curriculum development. Special priority was given to the enunciation of policies concerning the aims and objectives of elementary and secondary education. Perhaps the most dramatic curriculum change occurred in the public school social studies program, which was redirected towards topics of greater social relevancy.

Meanwhile, the Commission on Educational Planning, under Chairman Dr. Walter H. Worth, began its study in assessing the future educational needs of the province and maintained close liaison with your department. The Commission's series of public hearings across the province and the activities of its task forces on public school, post-secondary and lifelong education tended to emphasize that our province is alert to the currents of educational change. The Human Resources Research Council, under its Director Dr. L. W. Downey, was also deeply involved in the educational planning process. While both the Commission and the Human Resources Research Council operate independently of the Department of Education, their activities have had increasing impact upon your department and the duties of its officers.

I was pleased to represent the department at a number of conferences of national and international significance and to assist you in the activities of the Canadian Council of Ministers of Education, and as a Canadian representative to the deliberations of the Organization for Economic Co-operation and Development in Paris.

Respectfully submitted
T. C. Byrne
Deputy Minister



Report of the Associate Deputy Minister of Education

R. E. Rees

At the beginning of the school year the Chief Superintendent of Schools was given the additional title of Associate Deputy Minister and served in both capacities for the year. In The School Act, 1970, no mention is made of a Chief Superintendent of Schools and, accordingly, that designation will no longer be used.

The Associate Deputy Minister continues to head the Division of Instruction and to coordinate the services provided therein. Many professionals from school systems and numerous members of the lay public sit on Departmental committees and thus are involved in the development of educational policy. Through the same committee technique, articulation of programs between high schools and post-secondary institutions including colleges and universities is achieved. The coordination of teacher education programs is accomplished by a board on which sit representatives of the Alberta Teachers' Association, the Alberta School Trustees' Association, Alberta Faculties of Education and the Department of Education.

The Division of Instruction is responsible for directing the Provincial educational service, and for maintaining required standards of instruction and achievement. These objectives are reached through the activities of the various branches, namely, the Curriculum Branch - Dr. J. S. T. Hrabi, Director; the Field Services Branch - Dr. E. K. Hawkesworth, Director; the Pupil Personnel

Services Branch (formely, Special Education Services Branch) - Dr. E. J. M. Church, Director; Teacher Certification Branch - Mr. J. I. Sheppy, Registrar. The activities of these Branches are reviewed in some detail in later sections of this report.

Early in the school term, Dr. E. K. Hawkesworth was promoted to the rank of Director and placed in charge of the staff of Superintendents, Inspectors, Supervisors and Consultants. This released time for other essential duties by relieving the Associate Deputy Minister of direct responsibility for Supervisory functions.

Policies followed by branches of the Division of Instruction are established in light of the general provincial educational policy. To ensure smooth liaison, meetings of the four branch heads under the chairmanship of the Associate Deputy Minister are held regularly. Many occasions arise where cooperative efforts are required, not only among Branches of the Division of Instruction but, within the Department of Education and among other Departments. For example, the Curriculum and Field Services Branches cooperate closely in the use of personnel; school attendance requires joint action of the Field Services and Pupil Personnel Services Branches. The administration of an examinations system by the Pupil Personnel Services Branch requires the full cooperation of the Curriculum and Field Services Branches in close association with the Division of Operational Research. Student assistance activities involve various provincial and federal departments of government as well as personnel of universities and colleges.

Regional offices are developing rapidly and are being staffed by key provincial personnel whose former duties have been assumed by a growing number of locally appointed superintendents. From regional offices specialized supervisory and consultative services are becoming available on an increasing scale to school boards and their officials.

The improved teacher supply situation made it possible to implement and achieve many recently revised curriculum objectives, and indications are that this desirable trend will continue.

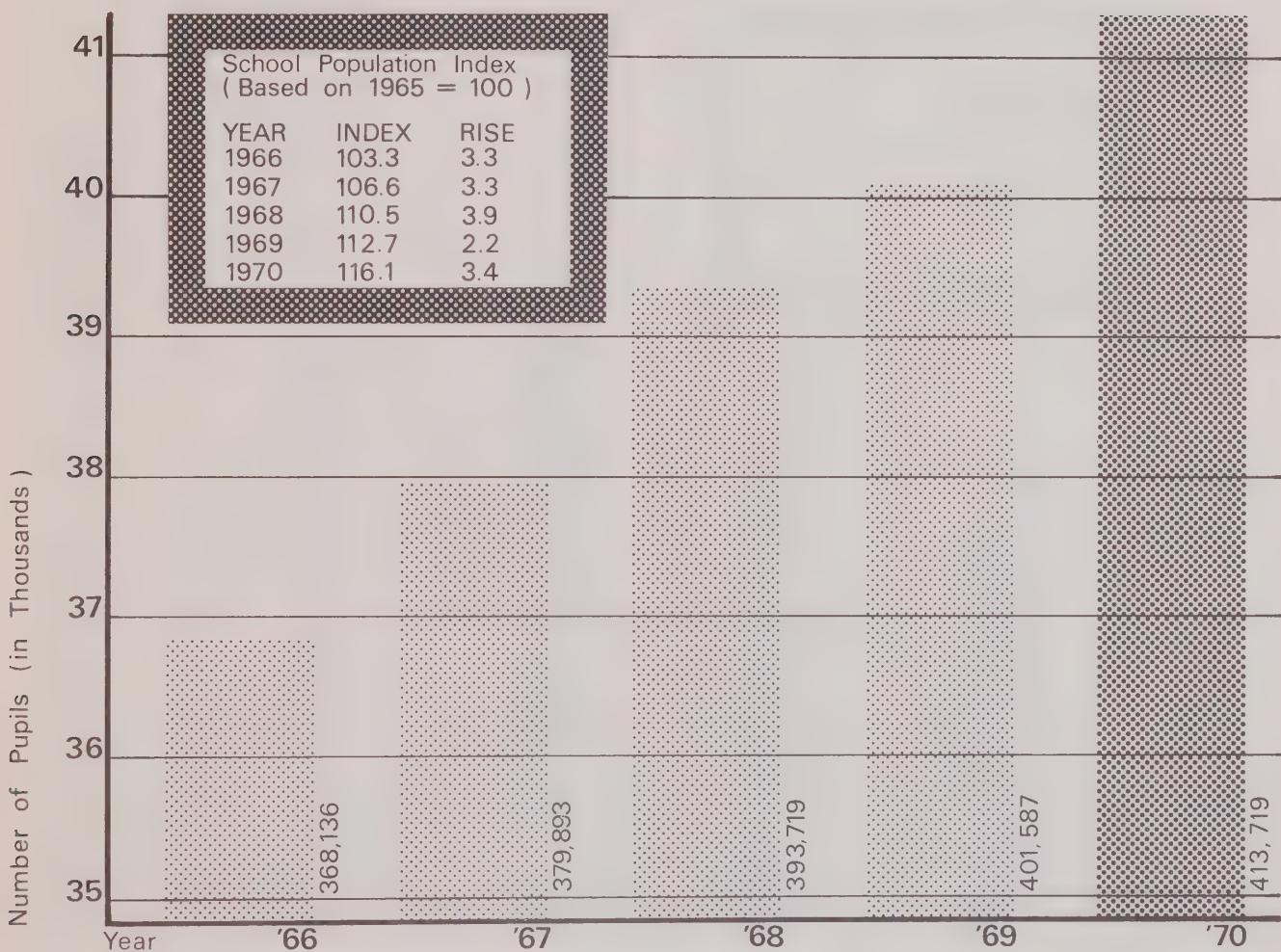


The Educational Climate



SCHOOL POPULATION GREW MORE RAPIDLY IN 1970 THAN IN 1969

(The increase is attributable to a lowering of the school starting age to 5.6 years)

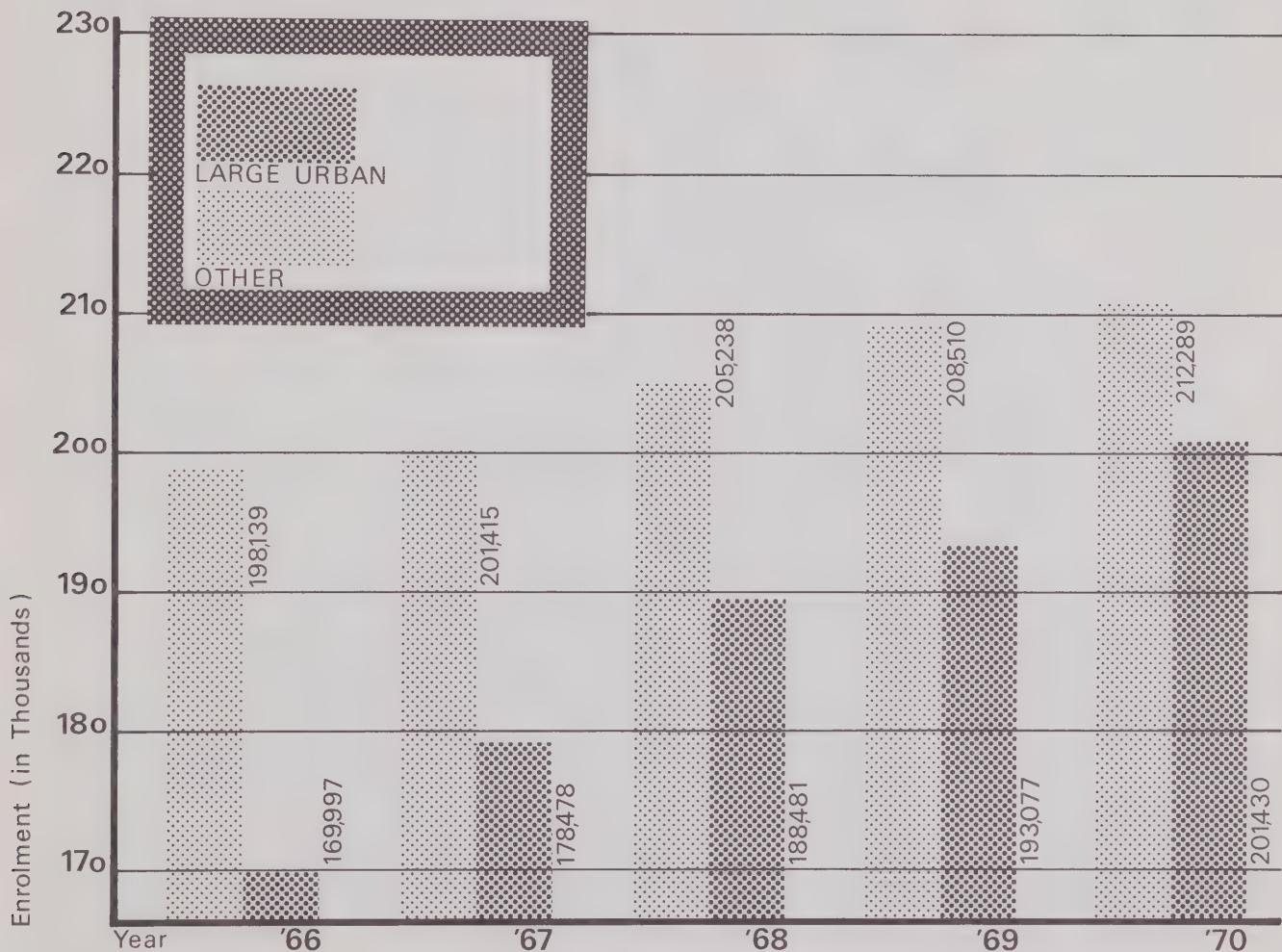


* The School Population Index includes a correction in last year's figures.

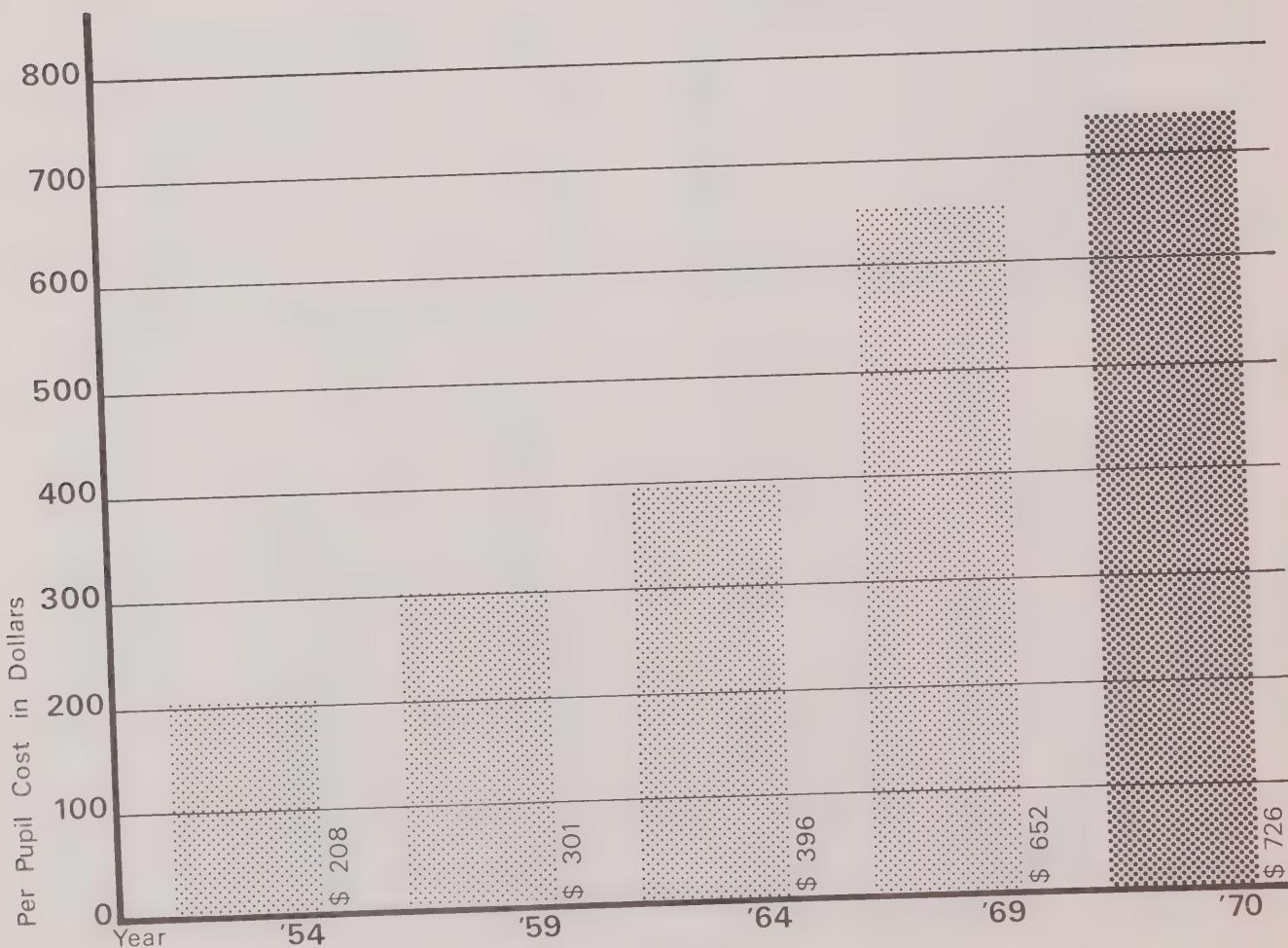
FROM 1966 TO 1970 URBAN SCHOOL POPULATION
ROSE RAPIDLY WHILE RURAL GROWTH WAS SLOWER



LARGE URBAN CENTERS CONTINUED TO ACCOUNT FOR MOST OF THE RAPID GROWTH IN SCHOOL POPULATION



IN 1970 IT COST \$ 74 MORE
THAN IN 1969 TO EDUCATE EACH PUPIL





The Post Secondary Program

Some Notes on the Structure of Post Secondary Education

Alberta Universities Commission

Alberta has three operating universities (the University of Alberta, at Edmonton; the University of Calgary; the University of Lethbridge) and one in the planning stage (Athabasca University, to be located near St. Albert). The province's universities are administered by the Alberta Universities Commission, a crown corporation created by the Universities Act, 1966. The Commission receives its funds from the legislature and its direction from the Lieutenant Governor in Council. The commission is responsible for its own annual report.

Alberta Colleges Commission

Alberta's colleges are administered by the Alberta Colleges Commission, a crown corporation established under an Act Respecting a Provincial College System, 1969. The new commission replaces the Board of Post Secondary Education, which was more closely associated with the Department of Education, and reports to the Lieutenant Governor in Council through the Minister of Education. The Alberta Colleges Commission is publishing its own annual report.

The Agricultural and Vocational Colleges

The Agricultural and Vocational Colleges (at Fairview, Olds and Vermilion) are administered directly by the Department of Agriculture. Provision is made for coordination with the Department of Education through the respective ministers. The activities of the agricultural and vocational colleges will be included in the Department of Agriculture report.

Post Secondary Technical and Vocational Education

Technical and vocational education is a Department of Education responsibility, administered by the Director of Technical and Vocational Training, whose report follows.

Technical and Vocational Training

J. P. Mitchell, Director

Division of Vocational Education

The Province of Alberta has developed and continues to expand a comprehensive system of technical and vocational education. This provides pre-employment and upgrading training for both youth in the public school system, and for adults who have completed regular school attendance. The purposes of the program are: to provide Alberta citizens with the opportunity to achieve occupational competence suitable for our industrial society; and to provide Alberta industry and business with an adequate supply of suitably trained manpower. The following indicates the component parts of the system:

(Illustration on next page)

This section of the report is concerned with those institutions and programs which are operated by the Division of Vocational Education, exclusive of the Technical Institutes which provide adult vocational training, and for which there are separate reports.

The financing of this training may be shared by the Province and the Federal Government under one of the following arrangements:

(a) The Occupational Training of Adults Agreement as between the Alberta Department of Education and the federal Department of Manpower and Immigration. In this situation, Manpower purchases training places in the programs and reimburses the Province for the cost of training. In addition, Manpower pays an income replacement directly to those of their clients who meet the adult eligibility criteria. For the others, the Province may provide a training allowance dependent upon need.

(b) The Vocational Rehabilitation of Disabled Persons Agreement as between the Alberta Department of Social Development and the federal Department of Manpower and Immigration. This applies to the training provided for "physically and mentally disabled" and there is equal sharing of the costs involved.

(c) The Canada Assistance Plan as between the Alberta Department of Social Development and the federal Department of Health and Welfare. This provides for equal sharing of the costs of rehabilitation-type training provided for persons who are receiving social assistance.

THE COMPREHENSIVE SECONDARY SCHOOL

(& SPECIAL-PURPOSE VOCATIONAL SECONDARY SCHOOLS)

OTHER
1

POST-SECONDARY INSTITUTES AND PROGRAMS

- Technical Institutes 2
- Agricultural and Vocational Colleges
- Public Colleges
- Private Schools
- Extension Programs
- Correspondence Courses

ADULT VOCATIONAL INSTITUTES AND PROGRAMS

- Alberta Vocational Centres 3
- School Board Adult Services
- Special Programs 4

LIFE - with particular concern for OCCUPATIONAL COMPETENCE insofar as it contributes to the self-realization of the individual and serves the needs of industry and business. Includes SELF LEARNING and TRAINING-IN-INDUSTRY.

In addition to the foregoing, the Alberta Government operates the Alberta Vocational Training program, with the costs assumed by the Province. This provides training for persons ineligible or unacceptable for training under any of the above arrangements.

Irrespective of the administrative arrangement whereby an individual is sponsored for training, he receives the training in established institutions or programs. On occasion, special programs are designed and operated completely for the purposes of Canada Manpower.

Vocational Training for Adults	The following comments refer to the provincially operated institutions and programs especially designed for the training of eligible adults.
Alberta Vocational Center, Edmonton	This institution continued to operate in temporary space at NAIT and in leased accommodation in the city. During the year its programs were limited to Academic Upgrading, Nursing Orderly, and Industrial English, with 1,061 persons receiving 132,283 student days of training. During the year the construction of a new building, which will provide for an expansion of program offerings, was commenced.
Alberta Vocational Center, Calgary	This Center continued to operate in rented space located at 300 Fifth Avenue S.W., Calgary, and provided programs of training in Academic Upgrading, Business Education, and Industrial English. There were 1,168 new students enrolled for a total of 77,380 student days of instruction during the year. The planning of a new building for the Center, which will be located at Fifth Avenue and Third Street S.E., proceeded during the year.
Alberta Vocational Center, Fort McMurray	This Center expanded into the new facilities provided recently. There was a total of 414 students entering the programs for a total of 21,112 student days of instruction. Curriculum revision and development was undertaken during the year for the on-going training programs of Heavy Duty Equipment Operation, Career Driving, Welding, Academic Upgrading, and Building Construction. In addition, the following new training programs were instituted: Pipe Trades, Automotives, Business Education, Commercial Cook, and Retail Clerk. During the summer the maintenance program for mobile equipment was reorganized with beneficial results. The cooperative arrangement with

Alberta NewStart Inc. continued during the year, with NewStart instituting research activities in areas of training and adjustment for both single girls and entire family units.

**Alberta
Vocational
Center,
(Commercial),
Edmonton**

This Center continued to operate in temporary facilities in downtown Edmonton and provided training of a pre-employment nature in the field of Business Education. The school operated successfully throughout the year with a continuous enrolment of approximately 75 students.

**Nursing Aide
Training**

This training is provided under the auspices of the Department of Health, but the Division of Vocational Education provided certain administrative services. The program is offered in schools in both Calgary and Edmonton. During the year there were 858 students provided with a total of 98,443 student days of instruction.

**Alberta
Petroleum
Industry
Training
Center,
Edmonton**

This school provided pre-employment type training for 168 students for a total of 3,152 student days. During the year, at the request of Canada Manpower and the industry, training in upgrading was further developed and categorized as Training-in-Industry, with a total of 787 students being provided with 3,935 days of training. Under the new arrangements, the industry will recognize upgrading training in a new pattern of employee certification. The completion of planning and the commencement of the construction of a new building to house the programs of this Center were undertaken during the year.

Training in Industry

Present formal arrangements for Training-in-Industry programs are such that Canada Manpower awards contracts directly to the firms involved, and the Division of Vocational Education provides consultative service. In addition, the Division operates a program complementary to the Manpower program which includes individuals not eligible for Canada Manpower support. Many industries were assisted in providing this training, including medical services, petroleum, communications, construction, police, manufacturing, mining, forestry, and agriculture.

General

This is a program designed to prepare occupationally competent persons for service in the vocational programs of the secondary school systems. The costs of the bursaries provided were shared between local school boards, the provincial Department of Education, and Canada Manpower. There were 75

**Vocational Teacher
Bursary Program**

students enrolled in the Vocational Teacher Bursary Program at the University of Alberta, and 15 students in the Vocational Guidance Programs offered in Edmonton and Calgary.

The Occupational Training of Adults Agreement

Under the Occupational Training of Adults Agreement the federal Department of Manpower and Immigration purchases training spaces in programs operated under provincial, municipal, or private auspices. There are two schedules in the purchasing arrangements, one for General Purchase includes programs of less than one year in length and of a pre-employment or upgrading nature, the other for the training of Apprentices registered with the Alberta Apprenticeship Board. During the year, Manpower, through the General Purchase Agreement, contracted for 3,744 places involving a total of 375,890 training days. For Apprenticeship Purchase there were 8,425 places involving 315,509 training days. Canada Manpower places the majority of its clients in the Alberta Vocational Centers, the Technical Institutes, the Agricultural and Vocational Colleges, and the Junior Colleges.

Vocational Rehabilitation of Disabled Persons Agreement

This is a program under which the Federal Government shares equally with the Provincial Government the costs of training "physically and mentally disabled" persons. Activity under these arrangements increased compared with previous years, with 374 students being involved for a total of 36,266 training days. The majority of these students were placed into training in the Alberta Vocational Centers, the Technical Institutes, the Universities, and specialized institutions inclusive of Gallaudet College and the C.N.I.B. in Toronto.

Phase-out of the Technical and Vocational Training Agreement

This Agreement was effective for the 1961-67 period. It provided for sharing by the Federal Government of the capital costs of approved technical and vocational facilities. This program is now reaching its completion, with approximately \$250,000 remaining to be claimed from the total allotment of \$79,203,200 from the Federal Government.

The Alberta Vocational Training Program

This program provides training for disadvantaged persons who are either ineligible or unacceptable for training under other plans or schemes. During the year, 2,914 students entered training for a total of 119,371 training days. Of these, 109 received training allowances only because they were eligible for costs of training from Canada Manpower.

(See Statistical Appendix, Table "A" for summary)

Northern Alberta Institute of Technology

W. A. B. Saunders - President

General During the past year, the Institute expanded slightly by using renovated accommodation in the old Highways Building for courses in Floor Covering, Roofing and Tilesetting. There can be very little additional expansion until further accommodation is available.

The enrolment figures reflect to some extent, lack of accommodation since many courses were over-subscribed and 1,620 qualified students had to be turned away. The total enrolments were as follows:

Technical & Business Divisions - Day	2,718
Industrial Division	475
Apprenticeship Division	4,871
	8,064
Extension Division	7,312
TOTAL number of students given service at the Institute during the year	15,376

A complete breakdown by courses is shown in Table 'B1 to B7.

Extension Division The Extension Division continued to grow, with a noticeable shift in objective. There were marked increases in the numbers of short courses requested by Industry. We interpret this to mean that Industry is willing to sponsor employees during regular working hours in courses that do not exceed a week to ten days. These courses are usually highly specialized and intense.

Scholarships The scholarship fund has grown steadily, and during the past year, \$24,188.00 was donated for the various scholarships.

Employment The types of training given by N.A.I.T. are geared directly to demand in the work field. Research and liaison with industry, commerce and other areas have prepared the ground for graduating students. Compared with other post-secondary institutes, particularly in other parts of Canada, the record of employment of graduates was very satisfactory. As of June 30th, only 31 of the graduating students registered with Canada Manpower had not been satisfactorily placed.

N.A.I.T. graduates find themselves in high demand, commanding above average salaries and status. It was expected that before the summer finished, all graduates would have had at least one job opportunity.

Since Industry recognized the type and standard of training received, summer employment for first year students was well above the national average - N.A.I.T. students seeming to be in a preferred position for both permanent and part-time employment.

Flight Simulator	In January, Pacific Western Airlines donated a DC6B Flight Simulator to the Institute. In addition, the airline company paid \$10.00 per hour for its pilots to use the Simulator. This excellent, practical electronic teaching device will be used extensively by the Institute students. The initial cost of this simulator to PWA was in excess of one million (\$1,000,000.) dollars. This donation is an example of Industry and Government working together.
Student Activities	During the past year the students became involved in many extracurricular activities including Shinerama, Santas Anonymous and a concert for the children in the Camrose Hospital. Mr. Jim Draginda was elected President of the Alberta Students' Association. This is the first time this office has been filled by someone outside of the Universities.
Open House	Again the citizens of Edmonton and district attended the Open House with as much enthusiasm as in previous years. Over 44,000 people visited us during the two days.
Student Loans	During the year \$561,288.00 was made available to students of this Institute through Students' Assistance. (See Statistical Appendix, Table B for NAIT Programs)

ENROLMENTS IN NAIT AND SAIT
SHOWING INCREASES OVER A FIVE-YEAR PERIOD
1966 – 1970



Southern Alberta Institute of Technology

(G. H. Hare, Acting Principal, July 1, 1969 - July 31, 1969)

(F. C. Jorgenson, President, August 1, 1969 - June 30, 1970)

Introduction The Southern Alberta Institute of Technology served the Province of Alberta with more than ninety different day-programs, and three hundred extension courses. To increase the quality of service to the province, and the general efficiency of the Institute, the recommendations of the Minister's Select Committee Report were brought into effect under the new President, F. C. Jorgenson, who joined the Institute in August 1969. The major changes instituted were a system of administration and departmental councils, new personnel policies, a curriculum review system and improved communication methods.

To meet increasing enrolment pressures, a new Alberta College of Art building was approved, along with a five hundred bed student residence and the first phase of a technologies and trade complex. Detailed information on the services offered by the Institute follow.

Programs The range of programs offered by the Institute during 1969-70 was as follows:

- (a) Technology Division: Eighteen programs, some two years and some three years in length. (Details shown in Table C1).
- (b) Applied Arts Division: Nine programs, one of one year, and eight of two years duration. (Details shown in Table C2).
- (c) Alberta College of Art: Five programs of four years duration. (Details shown in Table C3).
- (d) Trade Training: Eight programs varying in length from three weeks to two years. (Details shown in Table C4).
- (e) Extension Division: 174 courses of varying length. Some are offered twice per year. (Details shown in Table C5).
- (f) Correspondence Division: Four programs were offered which involved the marking of 36,894 lessons. An increase of 18.7% over 1968-69. (Details shown in Table C6).

(g) Apprenticeship Training: 18 programs in the trades were offered plus pre-apprentice training. (Details shown in Table C7).

Total registration in the regular day programs increased to 2,325 in 1969-70 from 2,320 in 1968-69, an increase of 0.7%.

Staff The staff of the Southern Alberta Institute of Technology as of June 30, 1970, consisted of 367 instructional personnel and 233 administrative, clerical and support personnel.

49 instructors resigned during the period of July 1, 1969 to June 30, 1970, inclusive, and fifty resigned from the administrative, clerical and support staff.

Two members of the staff retired during the year. They were: Mr. L. A. Watson of Stores; Mr. R. E. Burfield also of Stores.

The Extension Division used the services of 204 instructors during the year, 67 of whom were not on the Regular Institute staff.

Student Activities 81% of the total student enrolment participated in at least one of the 70 activities available. The greatest increase in participation was in the area of special events, which increased 37% over last year.

The Southern Alberta Institute of Technology students played an important role in the formation of the Western Institutes and Colleges Association.

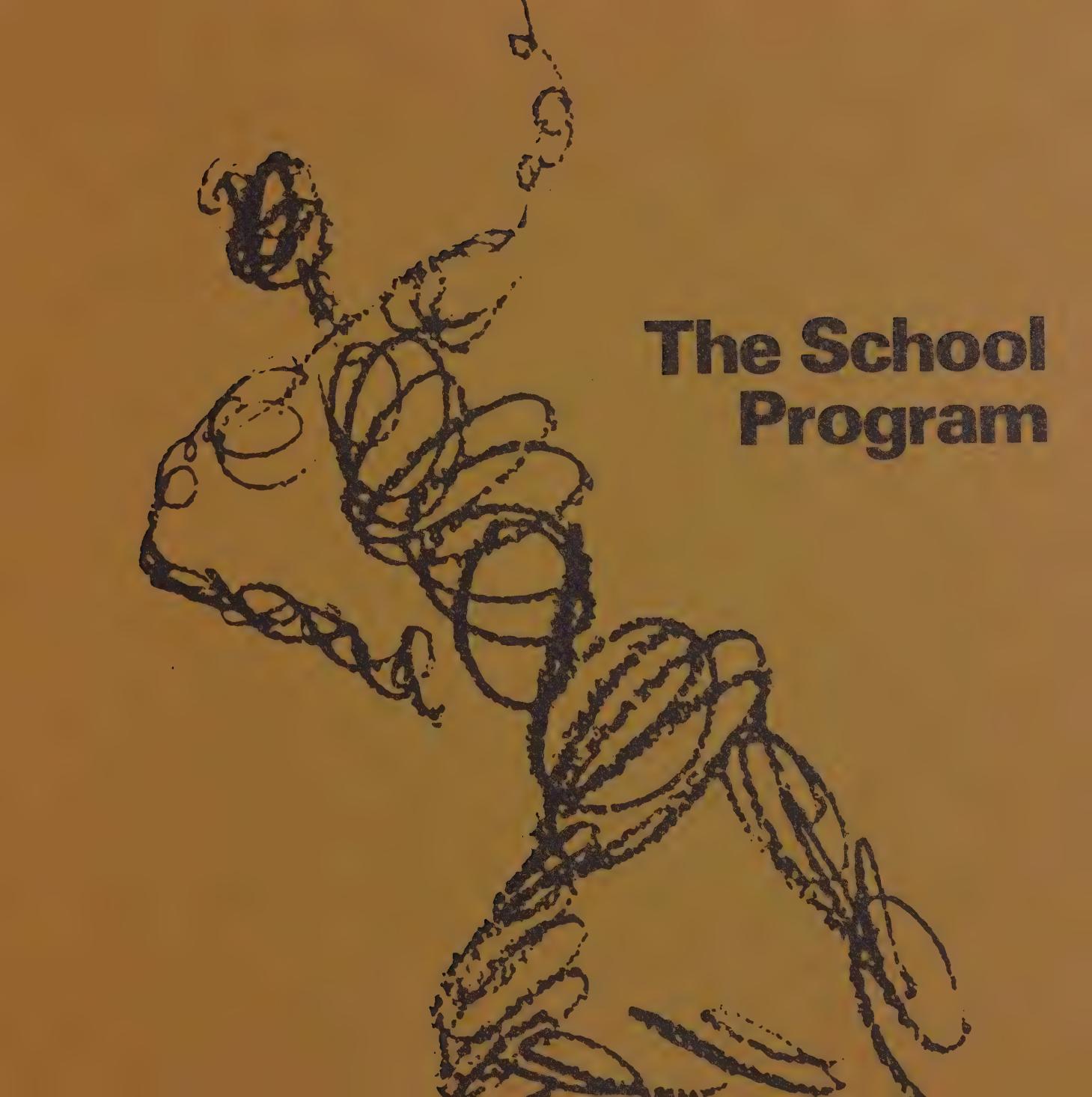
A used book exchange and a program of Student Emergency Loans were established.

General Scholarships, bursaries and prizes awarded in 1969-70 amounted to \$30,970. The winners of these awards were publicly recognized at an Awards Day Luncheon on October 31, 1969.

Student Loans Loans to students through the Alberta Students' Assistance Act and the Canada Loan Plan amounted to \$442,882.00 based on 769 approved loans.

Open House Open House was held on Friday, February 27, from 9:00 a.m. to 10:00 p.m. and on Saturday, February 28, from 10:00 a.m. to 6:00 p.m. The new days and times were quite satisfactory but it is considered that mid-April would be a better time of the year. Attendance was estimated to be better than 15,000.

To give some indication of the effectiveness of a technical education, and of current economic trends, a special table is included in this year's report (Statistical Appendix, Table C9). It shows the average salaries commanded by S.A.I.T. graduates, both in 1969, and 1970.



The School Program

Report of the Field Services Branch

E. K. Hawkesworth, Director

The Field Services Branch was established in September, 1969 and has responsibility for the work of 60 superintendents of schools, ten high school inspectors, two supervisors of special areas, six educational consultants and a zone supervisor of physical education.

The services of the Branch are being restructured and this is expected to continue as each Division and County proceeds, under Section 65 of the new School Act, to appoint a superintendent of schools. Six regional offices have been established, at Lethbridge, Calgary, Red Deer and Grande Prairie and two in Edmonton, to provide consultative, supervisory and evaluative services to meet varied educational needs. Two zone studies were conducted during the year to determine the resources available in the three categories of services listed above and to identify needs not being met. These studies helped establish priorities of services to be provided by Field Services Branch personnel in regional offices. Similar studies are intended for the remaining four zones of the province.

A new program of the Branch, initially experimental and developmental, has been started in Program Budgeting. This program, if it proves successful in field tests, will provide more precise costing and accounting procedures relative to identified educational programs in the schools. These procedures hopefully will assist those responsible for education to determine cost benefits and provide more reliable data as educational priorities are established.

There is continuing need for personnel of the Field Services Branch to keep abreast of changes and new information in education. Zone meetings of one or two days duration were held at regular intervals, featuring resource personnel from the various branches of the Department of Education and other governmental agencies, from the universities and from the schools. Other in-service activities included the annual three day conference; selected zone representatives, high school inspectors and consultants attending national and international educational conferences; university study either through summer or winter sessions.

The Field Services Branch has established a policy of cooperation and assistance with other Departmental branches and governmental agencies to mutual benefit. This policy is carried through personnel who serve on committees or participate in ongoing programs in the zones. Procedures have been developed for the secondment of Field Personnel for limited periods of time. Such secondments include the following:

Secondments

- Mr. C. D. Ledgerwood**, Education Consultant, for work with the Curriculum Branch in the area of Social Studies.
- Mr. R. A. Bossetti**, Inspector of High Schools, Lethbridge, to the Colleges Commission.
- Dr. R. G. Fast** to the position of Director of Instructional Services with the Alberta Colleges Commission.
- Dr. M. R. Fenske** to the position of Director of Administrative Services with the Alberta Colleges Commission.

(See Personnel Transfers in the Statistical appendix, Table D)

School Programs Directed by Locally Appointed Superintendents (Chiefly Urban)

Consolidated by Daniel Ewasuk from the reports of locally appointed superintendents of urban school districts, some counties and school divisions, and Department of National Defence school systems located on Armed Forces Bases in Alberta. These superintendents are not employed by the Department of Education.

Special Services

Supervisory Staff

- The large urban systems have well qualified supervisory staffs in sufficient numbers to provide very extensive supporting services to classroom teachers and students. Smaller school systems are also acquiring supervisory staffs appropriate in numbers to their size. Some very small systems have only the superintendent and school principals. It appears that increasing responsibility for general supervision is being accepted by school principals but most specialized services are provided by central office personnel.

Instructional Media Services

There was continued, rapid growth of instructional media services during the 1969-70 school year. Nearly all larger systems reported having instructional media centres and a noticeable increase in the use of the services provided by these centres. Much money was channeled into acquisition of printed materials, non-printed teaching aids, audio-visual equipment, and into providing professional services of qualified instructional media specialists.

A great deal of in-service training in the use of instructional media provided teachers with a growing sophistication and competence in this area. Many systems reported production of organized materials by their own personnel. Of special interest was the strong and widespread surge of interest in educational television. Almost all systems reporting indicated that experimental work had been done in ETV and a very large proportion reported the purchase or planned purchase of equipment such as video-tape recorders, television cameras, monitors, video-tapes, and closed circuit systems.

The video-tape dubbing service of the Department of Education and the operation of MEETA (Metropolitan Edmonton ETV Association) and CARET (Calgary and Regional ETV Association) in the Edmonton and Calgary areas were frequently mentioned with approval, and appeared to be instrumental in the increasing use of television in education.

Junior High Achievement Tests

Abolishing grade nine final departmental examinations and replacing them with Junior High Achievement Tests caused mixed feelings. However, despite administration difficulties in their first year of use, the general consensus seemed to be favourable. Educators and students continue to receive the benefits of province-wide external testing without the demoralizing effect the former examinations seemed to have on creative teaching. Students generally accepted the achievement tests and, with some exceptions, there appeared no loss of motivation after the tests. Reaction from parents was very limited.

Governor-General's Medal

The replacement of grade nine departmental examinations by the Junior High Achievement Tests seemed to have undermined teacher's support for awarding the Governor-General's Medal. Teachers expressed a considerable degree of doubt about making awards on the present basis of Junior High Achievement Test scores. Rural areas tended to support the awarding of these

medals more consistently than urban systems. Among students and parents the greatest interest was exhibited by those in strong contention for the award; others displayed indifference.

Grade Nine Diploma

The questions of whether a grade nine diploma should be issued and if so, by whom, seemed to arouse little interest or response. Where a preference was evident most parents tended to favour the present system. The Department of Education issues a grade nine diploma which educators feel has the advantages of uniformity and status over the diplomas issued by schools.

Indifference by educators seemed due to the feeling that grade nine is the terminal point in education for only a few students.

Oral-Aural Testing in Second Language

This practice generated no reaction from parents and very little adverse reaction from students. There appears to be widespread teacher support for this method of testing. Teachers believe it consistent with the objectives of teaching a second language. Some criticisms were expressed however, as to the quality and fidelity of tapes used and as to the mechanics of the testing procedure.

Provisions for Exceptional Children

1. Cultural Deprivation

Several areas reported few if any children who are culturally deprived. Most school authorities recognized that many children are handicapped by cultural disadvantages. Some urban areas operated Head Start programs, Readiness Centres, school board supported kindergartens and other pre-primary classes, adopting these programs in areas where the cultural climate might be detrimental to school success. However, these services did not appear to meet the needs of most pre-school children who required them. Some systems considered widespread, publicly supported and operated kindergartens to be the best solution to the problem.

Few school systems operated special programs for culturally deprived children after they had entered regular schools. The larger urban systems and to some extent the smaller systems, reported offering a wide variety of special services to children with problems. The employment of specialized personnel such as speech therapists, and social workers is no longer uncommon. Children with deficiencies in their cultural backgrounds were helped frequently by these services.

2. Cultural Difference The major groups of culturally different children were those of Indian and Metis background. Some school systems with significant numbers of Indian and Metis children reported having fairly extensive programs for assisting these children. Special services included extra counselling, maintaining close liaison with parents and with the Federal Department of Indian Affairs, the use of Indian teacher aids, and the employment of social workers to assist these children and their parents. Children were also frequently served by normal special services such as Opportunity Rooms and Pre-Employment courses. Reports indicated that there is still some confusion about the real needs or desires of culturally different groups and expressed a feeling that quite a bit more study needs to be done in this area.

3. Transients The only school systems which gave special attention to the needs of transient children were those operating on Canadian Armed Forces Bases in Alberta. In this situation nearly all children have to be regarded as transient and special placement services are provided to children on their arrival at these bases. The transient nature of the school life of these children does not appear to create serious difficulties for most of the children involved and some remedial work generally compensates for the fairly frequent change of school.

Most school systems included in this report indicated that the transient child is not a major problem in the operation of their systems and that usual services provided seem sufficient to meet any problems caused by transiency.

Evaluation
In-Service Programs In-service programs were given high priority by teachers, administrators and school boards, resulting in many in-service programs for teachers throughout all areas of the province. Teachers, through their professional organization, assumed greater responsibilities in this area and a common arrangement was for ATA Locals and school boards to organize and finance jointly many in-service activities. Resource people were available from the Department of Education, the universities, the teachers, and from such commercial firms as book publishers and equipment suppliers. There was a growing tendency to assist teachers financially to travel to workshops, seminars, and conferences outside the system in which they work.

The general consensus was that these in-service programs provided genuine opportunities for staff improvement. The feeling that these programs were

effective appears to be supported by the continued demand from teachers for this kind of help. Concern was expressed that the demands on teachers' time may become too great unless there is greater clarification of the roles of various bodies in education, and greater consultation and articulation among them.

Unusual Developments Few unusual developments in evaluation procedures were reported. Some developments noted in recent years continued to gain momentum. Evaluation of schools by teams of curriculum specialists is now being done at the elementary as well as at the secondary level. More attention was focused on self-evaluation by teachers. Concern was expressed that evaluation must be carefully planned with constant reference to desired goals. Some systems are introducing forms of program budgeting and analysis to produce more effective evaluation.

Degree of Consultation In most school systems formal or informal consultative procedures existed for professional colleagues to be consulted in the planning and operation of an evaluation program. Frequently this was done through Principals' Associations, Board-Teacher Advisory Committees, Professional Development Committees and various other special committees which usually concern themselves not only with evaluation but with instruction as a whole. Some school systems reported efforts to involve students, parents and the community at large. It is becoming more common for school administrators and school board to meet with student representatives. Parents are sometimes asked to respond to educational proposals either by questionnaire, through interviews, or in open meetings held for this purpose. Elements of the community have sometimes been invited to assist schools in program preparation and product evaluation as in the case of one city which has a Business Education Advisory Committee which includes representatives of the business world. In summary, there appeared to be a marked trend toward greater consultation with all groups interested in education.

Other Developments Other developments in education throughout the province deemed worthy of mention include:

—a movement away from vocational high schools *per se* toward integrated facilities which offer both academic and vocational programs

- an increasing tendency for counselling and guidance programs to move away from a position of crisis orientation to one of prevention. This includes providing more counselling services at elementary levels and more direct contact with parents and homes by several types of professional personnel. Also included here is the development of Drug Education programs
- some decentralization of decision-making through greater involvement of people to be affected by the decisions made
- the introduction, by larger urban systems, of new techniques in educational data processing made possible by the use of computers
- the experiments in Outdoor School which have been tried in one area of the province
- the opening of Alberta's first regional high school
- a demand by some Native groups for greater involvement in and control of the education of Indian children.

Report of Divisional and County Superintendents of Schools (Chiefly Rural)

A consolidation of departmentally appointed and employed Superintendents' Reports by E. O. Olstad

Operation of Schools	School jurisdictions adjacent to the larger cities of the province reported that recruitment of teachers presented no major problems. However, many of the remote divisions and counties experienced difficulty recruiting suitable teachers. There was a general improvement in teacher retention. Because of the uncertainty of the teacher supply, many teachers delayed their resignations until the June 15 deadline.
Teacher Recruitment	
Shortages	School systems reported difficulty in obtaining teachers for Industrial Arts, Business Education, Fine Arts (particularly music), Guidance and Girls' Physical Education.
Semester Program	The semester type of school operation continued to be adopted in more schools throughout the province. Only one area reported that it would discontinue the semester system. Unsophisticated and informal evaluation procedures of the

semester system indicated that the program was in general enthusiastically accepted by pupils, parents and teachers. It was stated that any disadvantages were more than offset by the advantages.

Problems raised included (a) continuity in such subjects as foreign languages, (b) motivation of pupils during the second semester, (c) effective use of an eighty-minute period, especially by inexperienced teachers. A few superintendents expressed concern that in semestered schools some students completed their high school programs in two and one half years.

High School Services Further high school centralization was reported in many parts of the province. Several high schools introduced an "open climate" whereby pupils are granted considerable freedom and responsibility to organize their time and programs. Many school systems have developed extended programs, particularly in fine arts and business education. Library and counselling services have shown improvement. The chief problem, however, was that of obtaining specialized staff.

Many schools have developed or are in the process of developing a written statement of educational philosophy emphasizing the importance and the needs of the individual student.

Organization of Schools Changes As additional staff and facilities became available many school systems introduced a greater variety of subjects to provide adequate programs for both matriculation and non-matriculation students. Vocational guidance and counselling services were introduced in an increasing number of areas. In some schools, specialist high school teachers were located in adjacent schools during alternate semesters thereby providing courses not normally available to students in the small schools.

Industrial Education Only a small percentage of students residing in the divisions and counties participated in industrial educational programs. Thus, the effect on enrolments in centralized schools was minimal. In the Rimbey attendance area, however, a number of pupils transferred to the vocational section of the Ponoka school. Where a vocational high school was not located in the immediate area, school boards and county councils continued to provide financial assistance to students who required such programs. Reaction to the industrial program was generally favorable; however, many parents and students regarded the in-

dustrial education courses as a second choice program. Such courses as drafting and electronics were quite demanding. As a result, the industrial area of the school has not provided the expected educational haven for the academic non-achievers.

Very few jurisdictions developed pre-employment or work-experience programs. Assistance was provided for pupils requiring these courses to attend schools located in such places as Calgary and Drumheller.

Involvement of Students and Parents	There was evidence of increasing concern and interest in school affairs on the part of both students and parents. Student-teacher liaison committees, local boards and advisory committees were established in many areas. Some schools reported that students attended staff meetings regularly.
Special Services	Superintendents reported that a total of 26 new supervisory positions were filled during the year. These range from locally appointed superintendents to supervisors of various subject areas and co-ordinators of pupil personnel services. Two areas reported that they no longer employ supervisors of guidance.
Supervisory Staff	About one-fifth of the divisions and counties reported that instructional materials centers had been established with a media center or audio-visual co-ordinator in charge. Boards continued to provide extensive funds for the necessary hardware as well as for print and non-print materials. Of significance was the development and expansion of school libraries in many areas. The use of bookmobiles, video-tape recorders as well as travelling librarians and supervisors of libraries helped improve services to both teachers and students.
Instructional Media	
Attitudes to Junior High School Achievement Tests	Supervisors and teachers accepted the tests and were of the opinion that they should be continued. However, delays in administering them caused some students to approach these examinations in less than serious attitude. Very little parent reaction was recorded, positive or negative.
Governor General's Medal	A number of superintendents felt that local recognition for grade nine excellence should be awarded, but the majority expressed satisfaction with the present procedure. The grade IX diploma has lost some of its significance

Grade IX Diploma	with the discontinuance of the departmental examinations in June and the open policy of registering all pupils in programs at the senior high school level. A majority of teachers and administrators were of the opinion that the diploma should be withdrawn.
Oral-Aural Testing	Teachers have experienced technical difficulties with the administration of the oral-aural tests in languages other than English. However, educators felt the tests to have been a significant factor in greater emphasis on oral instruction in a second language and therefore should be continued.
Provision for Exceptional Children	Pupils with severe mental or physical disabilities were supported financially to attend institutions which catered for students who had special handicaps. Opportunity rooms continued to operate in many areas. Local, provincial and federal assistance was secured in some instances to establish "HeadStart" and readiness programs. The objective was to provide culturally deprived and culturally different students with a better background for starting school. Special transition programs and continuous progress plans were employed to assist Indian and Metis children in a number of integrated schools. Transient pupils proved to be a problem, particularly in the Southern Alberta sugar beet area. To find these students and to relocate them as they moved into another area made arranging for school extremely difficult.
Evaluation In-Service	Consultants were obtained from the Alberta Teachers' Association, the Department of Education and the universities, as well as from the larger city school systems. A large number of divisions and counties reported a significant increase in the number of local teacher consultants. Teacher reaction was generally favorable, particularly to seminars and workshops in narrow fields. Lay people were not generally involved in the preparation and planning of such events, but the teaching profession itself has been more willing to become active in the planning of in-service projects.
Unusual Developments	Superintendents were actively involved in various supervisory programs common in previous years. However, there was a trend to require school principals to take a larger responsibility for the educational program in their schools. In some systems each school was placed on a program of individual school budgeting with a sum of money allocated. It was then left to each school to establish its spending priorities. A number of school systems were engaged in self evaluation techniques for the teachers, followed by an external eval-

uating team. Most superintendents found that consultation with principals' associations was particularly valuable in developing their supervisory programs. Direct consultation with students and parents was employed to a far lesser extent.

Miscellaneous

Student Militance

A few isolated reports of militance of the more severe type were reported. High school students throughout the province, however, were aware of demands made by other high school students and university students and were not prepared to accept authority as readily as they had in the past. Administrators have anticipated student reaction and have provided opportunity for students to be heard and to participate in the decision-making process.

Teacher Militance

Teacher militance was focused around working conditions, salary negotiations, noon-hour supervision and preparation time. In one or two parts of the province a confrontation developed. However, superintendents did not generally regard the problem as serious. Again, steps have been taken to provide better liaison between boards and teachers.

Other Items

Outdoor Education

Two school systems introduced a one-week outdoor education program. The program concentrated on arts and crafts, physical education, science and social studies.

Public Involvement

Some superintendents reported signs of public discontent. They indicated the necessity of involving the public in understanding and supporting the aims and objectives of the educational program.

Early Enrolment

Provision has been made in some divisions and counties for the earlier acceptance of five year old students into the regular school program.

Consolidation of the Reports of School Libraries Consultant, Home Economics and Industrial Arts Supervisors

(by A. Berneice MacFarlane)

Supervision and Administration

Requests for advice and guidance came from School Boards, school staffs, community groups, individuals and architects.

Increased emphasis was given to helping beginning teachers and ones from outside the province become familiar with the objectives, teaching methods, course content, laboratory organization and equipment. School library personnel were encouraged to develop school programs using audio visual and print resources.

Service on high and junior high school evaluation teams tended to limit the amount of assistance given to individual teachers and librarians but team evaluations created the opportunity for supervisors to see the school as a whole and make appropriate recommendations.

Lack of qualified staff in the smaller schools continues to be a problem.

**Consultative
and In-
Service
Programs**

Staff members assist in planning workshops, institutes and seminars and serve as speakers and consultants for conferences and conventions. It was noted that in library groups the interest was in selection, promotion and use of library resources rather than the previous concern for organization.

The lending service of books, slides, pamphlets, magazines and the distribution of newsletters, equipment lists, library and film lists provided guidance and help.

A French edition of the Dewey Decimal Classification was compiled.

Curriculum

“Special Projects for Credits” have broadened the horizon of some high school students, particularly in smaller schools.

The Industrial Arts junior high school curriculum where offered has been received satisfactorily by teachers and administrators. The senior high school Industrial Arts general program is being revised with the concept and experiment or activity format being used. The introduction of an Industrial Science program is a significant addition.

Two Industrial Arts student manuals written by Alberta teachers on POWER and on WOODS were approved for use.

Three Home Economics ad hoc committees are developing programs for Grades VII-XII in “Food Science”, “Clothing and Textiles” and in “Modern Living” based on the concept-generalization approach.

The Home Economics junior high school program is a general one with each subject area studied for one third of the year. Specialization is possible at the high school level with three year programs planned for each subject area.

Report of the Elementary Education Consultants

(Consolidated by Kenneth D. Nixon, Elementary Education Consultant)

During the year 1969-70 consultant and advisory services in elementary education were provided by the Alberta Department of Education. Five elementary education consultants located in the Grande Prairie, Edmonton, Red Deer, Calgary, and Lethbridge regional offices concentrated on curriculum development and the continuing professional development of teachers in the areas of language arts, mathematics, physical education, and social studies.

Whereas in the previous four years the major emphasis was in the area of elementary education, the recent year marked a substantial extension of these services to secondary education.

Curriculum Development

The provincial consultants served on a number of curriculum committees at the elementary and secondary levels. Their work included assistance in the preparation of curriculum guides and handbooks, evaluation of materials, organizations of pilot classes, and preparation of videotapes.

Professional Development of Teachers

The continuing professional development of educators was maintained through the provision of consultative services to both individuals and groups.

A resource and consultative role was played by the consultants in conventions, workshops, staff meetings, and individual consultation. In some cases recent curriculum developments were communicated through demonstration classes.

An additional service to educators was provided through the establishment of regional resource centers containing curricular materials and professional reading texts.

In these activities the main role of the consultants was to help the teacher relate objectives of new programs to the classroom level and to provide assistance in the translation of theory into practice.

Supporting Services The consultants participated as members on professional development committees and specialist councils of the Alberta Teachers' Association, and interdepartmental and advisory committees of the Alberta Department of Education.

Three major problems were reported by the elementary education consultants:

1. The question of released time for teachers to pursue in-service activities.
2. The problem of preparing teachers for introduction of new programs.
3. The lack of consultants for all disciplines in a given zone to promote a balanced improvement of instruction and organization.

Report of the Correspondence School Branch

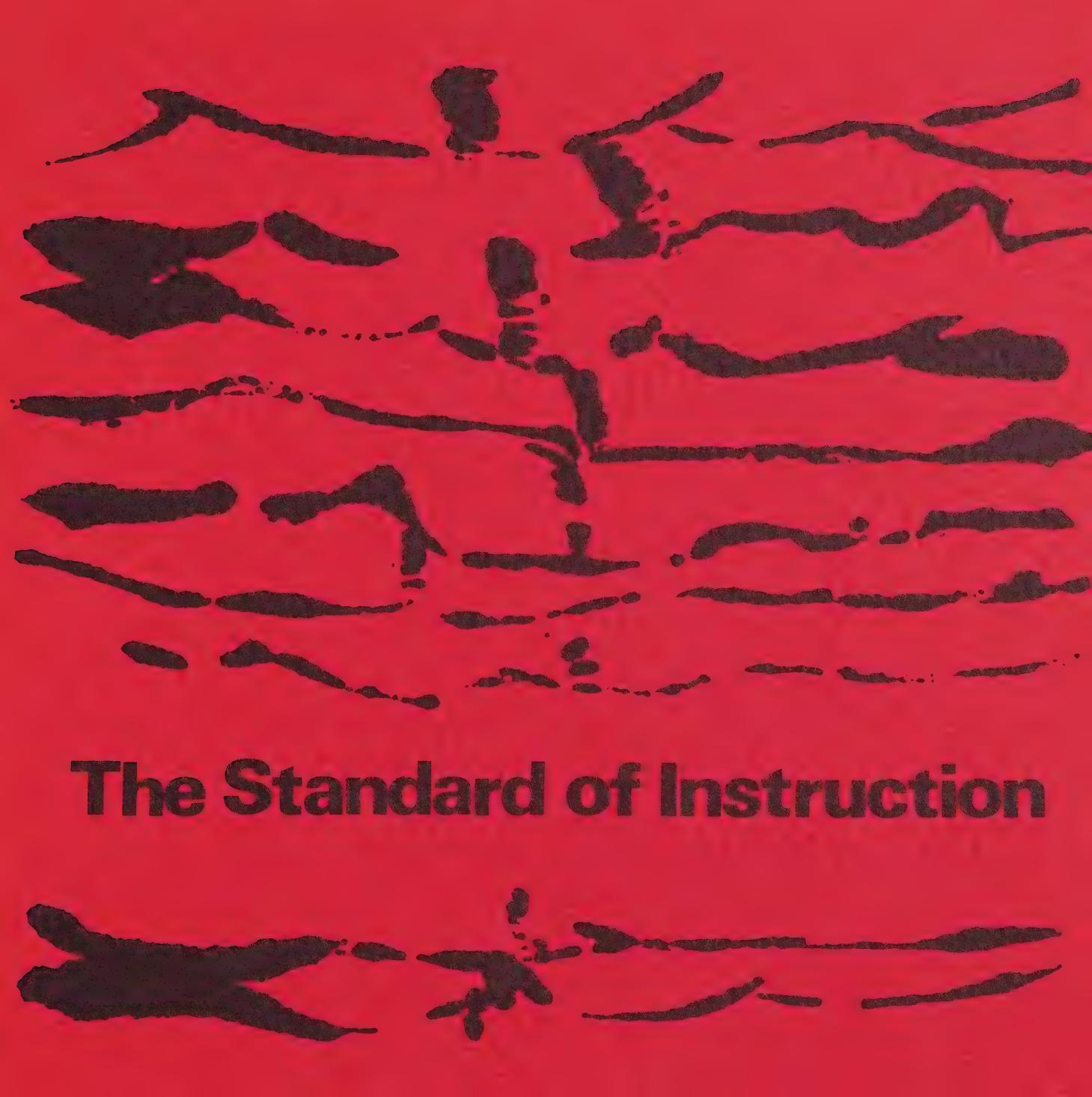
By B. Figur, Director

The trend in correspondence enrolments during the 1969-70 school year, was upwards in the senior high school section and downwards in elementary and junior high school courses. The total enrolment of 18,441 is an increase of 961 students (5.5%) over the previous year. The comparative figures in the three sections are shown in Table E1 (statistical appendix).

Supervised Correspondence Centers Only six supervised centers remained in operation during the 1969-70 school year; this was a reduction of five from the previous year. All six centers enrolled only elementary pupils. No centers for junior high school grades were in operation. The effect of the reduced number of supervised centers on elementary registrations is indicated in Table E2 (statistical appendix).

The trend to higher enrolments of students 18 years of age and over is indicated not only in the figure of 7,388, given in Table E3 (statistical appendix), but also in the additional 3,534 students in the 18 and over age group enrolled in senior high school correspondence courses while taking some subjects in a classroom during the same school year. To a large degree this reflects the extended implementation of the semester system which allows adults to combine some classroom instruction with necessary correspondence courses. Out of a total of 18,097 junior and senior high school students, 10,922 were in the adult age group.

Visiting Teacher	Total number of students visited	332
	Number of invalids visited	53
	Number of special schools (including Hutterite Colonies and hospital schools)	15
	Number of hospitals (including mental hospitals) visited	4
	Number of correctional institutions visited	6
	Number of school division offices visited	14
Staff	Changes in staff continued, with ten terminations resulting from retirement (these ten are included in a total of 25 terminations). Among the retirees was Miss Ruth E. Lomas, Supervisor of the Elementary Section for over 20 years. In addition, 22 employees left the clerical section. Similar numbers of teachers and clerical employees were appointed to the staff.	
	The staff continued its interest in professional development. Thirteen teachers took university courses and 16 attended special seminars and professional conferences.	
Preparation of Course Material	Concentration on course preparation and revision continued to be heavy. Two elementary courses underwent major revisions. Five new courses were prepared at the junior high school level and 13 at the senior high school level. Among the courses written were special mathematics courses for students in Grades VII, VIII and IX, who find the regular junior high courses too difficult.	
Report on the 1969 Summer Session	The enrolment in the 1969 summer session was 1,715. Seventeen extra teachers were employed for the summer program. Of the students enrolled, 978 completed one or two subjects and 38 completed all the required lessons, but decided not to write the final tests.	
Overseas Interest in Alberta Correspondence Courses	During the past year the Central Training Organ , an agency of the Government of the United Arab Republic (somewhat similar to our Canada Manpower Centre) requested authorization to "translate and adapt" Alberta correspondence courses to "suit the Arab region". Tentative approval, subject to certain conditions, was given by the Minister. Ways of implementing an educational program by using Alberta correspondence courses are still being explored by the Central Training Organ . A main hurdle is the textbook on which the publisher holds a copyright, and on which many correspondence courses are based.	



The Standard of Instruction

Standard of Instruction: Secondary Schools (Junior and Senior High)

(A consolidation of the reports of departmental inspectors)

Social Studies The transition from traditional, content-oriented instruction to that of discovery or inquiry made little progress during the year. There were at least two reasons for the slow acceptance of this approach:

(1) the inquiry method requires a considerable amount of reference material, and most schools did not have such material in sufficient quantities.

(2) most social studies teachers studied history as a discipline, and tended to teach the subject matter of social studies as such. As a result, instruction was generally factual in nature, with major emphasis on memorization of textbook content. A notable exception was found in Social Studies 30, which has been enthusiastically accepted by students and teachers. In classes where teachers were enthusiastic about the discovery approach, and had the required materials, instruction was of good quality and the response was favourable. Students were encouraged to think and to form individual judgments. Otherwise, there was little evidence of individualized instruction.

Student reaction to junior high school courses in social studies was generally positive, and some effective instruction was offered with more emphasis on attitudes and critical thinking than upon recall of facts. In some city schools, special classes followed a modified program, and in other schools, students who had difficulty in Social Studies 10 had been counselled into such courses as Sociology 20 or Psychology 20 as substitutes for Social Studies 20. In larger schools, students registered in Social Studies 30 were usually separated from those in Social Studies 36, while in smaller schools such classes were generally combined.

Some in-service education programs were in evidence, with the Social Studies Council of the Alberta Teachers' Association providing leadership and consultative services. Consultants from the universities and the Department of Education were also active in this type of service, but the supply of knowledgeable persons was insufficient to meet the demand, and much more in-service education is needed. Experimental classes in the new courses help give the teachers an insight into both content and philosophy.

Second Languages The programs in second languages were still in a period of transition, and this was one reason the standard of instruction varied so much from school to school. In schools where the audio-lingual program was taught by teachers familiar with the objectives of the course and fluent in the language, instruction was generally effective, while in schools where the traditional grammar-translation approach was taught using English as the language of instruction, students gained only minimally in their knowledge of vocabulary and the structure of the second language. Since junior high school classes followed the oral program, classes were generally conducted in French, German or Ukrainian, and students were offered a practical course. Response depended upon student interest and linguistic aptitude. Good use was made of audio-visual equipment in most audio-lingual classes, particularly where language laboratories were available.

The extent of individual instruction depended upon the size of class. In large classes, teachers found it impossible to devote much time to each individual, while in smaller classes, a commendable amount of individual instruction was given.

Many junior high schools arbitrarily assigned all grade seven students to second language classes without regard to interest and aptitude. This had a detrimental effect on motivation. Similarly, assigning grade ten students to a beginners' course in a second language regardless of previous experience with the language, resulted in boredom and loss of interest. In most schools, however, students were permitted to select second language courses as options in junior high school and to continue a sequential program in senior high school; and in these cases, interest was high and achievement commendable.

Alberta universities conducted summer session courses in methods of instruction of second languages, but reached a relatively small number of teachers. The Modern Language Council of the Alberta Teachers' Association also conducted in-service workshops in some parts of the province, but much more in-service education is needed in the audio-lingual approach to second language teaching.

Mathematics The curriculum in secondary mathematics was still in the process of change. Former courses did not always serve the needs of students, and some of

these were revised while others were phased out and replaced by new courses. All students in junior high school were registered in the courses for that level, but the senior high school program was divided into three levels of difficulty. Of these, matriculation courses were most popular and received the best quality instruction, because they were usually assigned to highly qualified and experienced teachers. There were some weaknesses in instruction:

- (1) There was often a lack of correlation with junior high school mathematics
- (2) The geometry section of Mathematics 10 was sometimes neglected
- (3) Inadequate use was made of teaching aids
- (4) Some teachers gave little opportunity for individual students to use their initiative. However, such conditions were not general, and instruction in Mathematics 10, 20, 30 and 31 was usually effective. Unfortunately, the same was not always true of lower level mathematics courses often assigned to inexperienced teachers whose major fields of preparation were in areas other than mathematics. They often used a stereotyped textbook approach which proved ineffective. Mathematics instruction was strong where teachers offered individualized instruction, particularly when teaching at the point of error, but this was not always true in the lower level courses, where a lack of individualized instruction was noted.

Students were generally assigned to high school mathematics classes according to achievement in junior high school. In some schools, this assignment followed a rigid formula based on stanine gradings in grade nine mathematics, but more often students were permitted to select their courses after counselling. In very small schools where only the matriculation program was offered, students had no choice but to attempt these courses.

There were few in-service education programs conducted during the year. The Mathematics Council of the Alberta Teachers' Association conducted some meetings, and some city teachers attended orientation workshops in the new courses. In larger schools, department heads met with their teachers to co-ordinate instruction, but the mathematics teachers in small rural centers had little opportunity to participate in in-service programs.

Fine Arts In larger schools there has been a marked improvement in fine arts programs. Teachers were specialists in their fields, and facilities were ample and well equipped. Music classes were reaching a high degree of excellence in performance; drama classes were experimenting with creative productions, and art classes were working in a variety of media. However, in smaller schools where fine arts classes were assigned to teachers with no qualifications other than interest, instruction and facilities suffered by comparison. There was still a shortage of qualified fine arts teachers. Because of the nature of music courses, group instruction was employed almost exclusively. However, in drama and art, instruction was largely on an individual basis.

Generally, the fine arts courses were true electives selected by students showing both interest and aptitude. However, there were exceptions to this principle. In some schools, students were admitted to music classes only if they had previous training in junior high school. There were also cases where students with little aptitude and no interest had been persuaded to register in fine arts courses for no other reason than to earn easy credits.

Apart from occasional meetings by band instructors, there was no evidence of in-service teacher education programs in the fine arts. However, adjudicators at zone drama festivals served as consultants to both students and teachers.

Physical Education Instruction in physical education continued to improve with emphasis on physical fitness and seasonal activities. Generally, physical education teachers were well qualified and made good use of the facilities at their disposal. There was some effective individual instruction, particularly in apparatus work, but unfortunately this usually left the remainder of the class in a spectator role.

Since physical education was compulsory in grades seven to ten, students were automatically assigned to these classes. Girls and boys were generally taught in small groups even in small schools where two or more grades were combined. Enrolments in the elective courses in Physical Education 20 and 30 showed an increase.

Effective in-service programs were conducted by the Supervisor of Physical Education in the schools that he visited. Inter-school activities also led to a commendable exchange of ideas.

English The standard of instruction in English varied considerably within the larger schools, but it was generally of good quality with imaginative and resourceful teaching and active student involvement. At the junior high school level, some teachers had developed an integrated program in language arts which included reading, literature and language; but this was not general, as in most schools these were treated as separate entities. In both junior and senior high school, many teachers used an effective multi-media approach, although the use of the library was not usually an integral part of the program. Teachers were more selective in materials suitable for their classes, and there was evidence of differentiated instruction according to the interest and aptitude of students. However, except for oral and written work in language, there was little evidence of individual instruction.

Since the English curriculum was broad enough to meet the needs and interests of all students, it allowed for considerable individual choice, and some larger schools took full advantage of this. Generally, academic students followed the English 10, 20, 30 stream and the remainder the English 13, 23, 33 stream, but there was provision for cross-over. Thus potential matriculants were sometimes registered in English 13 but planned to proceed to English 20 in grade eleven. On the other hand, some schools continued to follow a rigid practice of assigning students to classes according to previous achievement. There were also some questionable practices in assigning students to English electives, the most striking example being Literature 21, an elective intended for students with high interest and considerable aptitude, which often became a compulsory course for all students on a matriculation program. In many small high schools, this was the only English elective offered, but the practice also applied to larger schools.

In-service education programs were generally limited to those conducted by department heads in large schools and by the English Council of the Alberta Teachers' Association. The latter catered to teachers in both urban and rural communities, but was unable to reach all the teachers who desired such services.

Group B Options Group B options presented a serious problem to most schools because objectives were not understood, or if they were, the schools were unable to attain them. Nevertheless, a few schools had developed these electives as envisaged

by the Curriculum Branch, and in these cases instruction was excellent, based on individual need and initiative with emphasis on discovery. Such instances were not general and in most cases the so-called Group B options were neither options nor locally developed. Common practice was to prepare a list of such courses and then to assign all students to these classes. Instead of developing a course co-operatively with the students, most teachers utilized the time for an extension of the core subject, following the curriculum guide and the text prescribed for the latter.

This was an area in which much in-service education is required, but the only evidence of such work was discussion at the staff level without the benefit of a knowledgeable resource person.

Science
(Not Included among prescribed topics) Science courses recently underwent a major change, with emphasis on a practical rather than a theoretical approach. Most schools were well equipped for such courses and some made good use of the facilities and aids, emphasizing individual instruction in laboratory techniques. However, much teaching was still traditional and textbook oriented.

In some schools, students selected their own patterns of science courses; in others, they were counselled according to previous achievement in science, and some schools had rigid admission restrictions on matriculation courses.

Various means of upgrading instruction were employed: Department heads met regularly with teachers in their departments; universities conducted short courses, and regional science councils organized seminars.

Bookkeeping
Accounting
(Not included among prescribed topics) The courses in bookkeeping and accounting were well taught by highly qualified teachers who had made good use of audio-visual aids and offered considerable individual instruction.

Enrolments in accounting classes were limited largely to business education students, and in some schools, Recordkeeping 10 was almost a prerequisite for admission to accounting courses.

The Department of Education and the specialist council of the Alberta Teachers' Association offered leadership in in-service education for business teachers.

Industrial Education
(Not included among prescribed topics)

Concerns had been expressed regarding the future of vocational education in Alberta, and as a result, the philosophy of vocational education was reviewed. This led to combining the administration of Industrial Arts and Vocational Education into Industrial Education. This, in turn, led to changes in curriculum structure. Industrial education teachers were competent and sympathetic, and their instruction was sound and effective despite the fact that many of them worked with obsolete equipment.

Enrolments in Industrial Education courses increased during the year.

Team Evaluation and Follow-up

Team evaluations continued to be the most common form of supervision by high school inspectors, and was generally well received by both administrators and teachers. In some cases, high school inspectors were called upon to advise boards and administrators regarding implementation of recommendations made in previous evaluation projects.

Since team evaluations provided opportunities for specialization, team members were better able to evaluate and to offer consultative services than in individual inspections. Some improvements were attempted in the procedures followed: there was more careful pre-planning in consultation with local administrators; more attention was given to program development, and more opportunity for two-way communication in discussions followed the evaluation visits.

Some problems arose: There was some imbalance in specialization which necessitated the use of team members in subject areas outside of their major fields. This was particularly true when inspectors were required to attend to other responsibilities while a team evaluation was in progress. Since such evaluations require participation by a relatively large number of departmental personnel, they were rather expensive, and it was occasionally difficult to get complete consensus among members of the team. Evaluation teams conducted a very heavy program of supervision, covering a number of schools in the Edmonton Public School System as well as numerous schools in rural areas. Full teams visited the large urban schools, but those visiting smaller rural schools were restricted in numbers. Even so, some smaller schools were neglected, as time did not permit their inclusion. The heavy demand for team evaluations left less time than might have been desired for such fea-

tures as supervision of junior high schools, discussions with the teachers, written reports following each evaluation, and subsequent follow-up activities.

Special Projects Several special projects were conducted throughout the province during the year:

Schools in Lethbridge operated on a divided school year. The first term which operated from August 26 to December 23, had a lengthened school day to compensate for fewer school days in the term. The second term, which ran from January 7 to June 5, had school days of regular duration. The project involved semestering in all grades.

In the same area, the Southern Alberta Educational Television Association pilot project was in progress. This project was considered a success. In Central Alberta, the Seven Schools Project continued operations, but with nine schools involved. The school administrators met monthly to seek solutions to common problems in administration, programming, curriculum development evaluation procedures, extra-curricular activities and in-service programs.

Three high schools conducted an experiment in a two-year sequential course in alphabetic shorthand. This project is not yet completed.

In the Grande Prairie area, three rural high schools attempted a campus development. The project was not deemed successful, so the schools will move to centralization.

Consultant Responsibilities in In-Service Programs High school inspectors were not heavily involved as consultants in in-service programs, but they did participate as far as time permitted in conventions, workshops and seminars, conferences and specialist council activities, particularly in interpretation of new courses. They were represented on the Committee on Continuing Education for Teachers at the University of Calgary, and assisted teachers with pilot classes. Their major effort in in-service work, however, was in individual or group consultations in conjunction with team evaluations.

Non-Supervisory Functions

Curriculum All high school inspectors sat on the Secondary Schools Curriculum Board,

and most of them served as chairmen of major curriculum committees. Among their duties in curriculum, in addition to participation in meetings, were such functions as evaluation of proposed textbooks, organizing and assisting pilot and experimental classes, liaison between schools and the Curriculum Branch, and assisting in the preparation of curriculum guides.

Other Committees or Boards	<p>In addition to membership on the Secondary Schools Curriculum Board, the high school inspectors had representatives on the following committees and boards:</p>
	<ul style="list-style-type: none">— High School University and Matriculation Board— Committee on Aims and Objectives of Secondary Education— Southern Alberta Educational Television Association— Committee on Continuing Education for Teachers— Co-ordinating Subject Area Committee in Business Education— Examination Revision Committees— Internship Planning Committee— Specialist Councils— Conservation and Utilization Committee and in an advisory capacity to Regional High School Boards
Special Studies and Investigations	<p>Other non-supervisory functions of high school inspectors were such as:</p> <ul style="list-style-type: none">Studies to prepare for regional officesInvestigations of teacher dismissalsSurveys of high school servicesEvaluations of administrative procedures in some schoolsAn investigation of disputes between school districts and divisional boardsAn investigation of circumstances leading to expulsion of studentsAn investigation of alleged irregularities in examinations andA study of the role and function of a departmental official for purposes of re-classification.
Other Non-Supervisory Activities	<p>Other non-supervisory functions of high school inspectors included:</p> <ul style="list-style-type: none">— Speaking at such functions as graduation exercises, teachers' conventions, Home and School meetings, community association meetings, and school openings.— Representing the Department of Education at conferences

- Selection of teachers for overseas service through the Canadian International Development Agency
- Acting as departmental host to foreign educators
- Pursuing further studies
- Supervising the marking of examinations

Standard of Instruction: Urban Elementary Schools

(Consolidated from the reports of locally-appointed superintendents)

Second Languages

Larger urban systems offered French commencing at grade four. Most other systems limited their offerings in a second language to the secondary level, frequently because of the difficulty in finding well qualified teachers.

Some areas reported continued public indifference to the teaching of French. Instruction in second-languages has improved greatly with the use of the audio-lingual approach and the availability of carefully structured materials and technological devices.

Mathematics

Several series of authorized arithmetic textbooks were in use throughout the province and some systems reported experimentation with more than one series. Many systems are in the process of transition from one series to another and evaluations of the effectiveness of instruction tended to vary. In general, however, instruction at the elementary levels was considered to be of a good standard.

Fine Arts

Instruction in the fine arts was reported by most school systems to be improving and in some cases was exceptionally good. Interest in the fine arts continued to grow but progress was not uniform. Programs varied greatly among systems, among grade levels, and among the various fields of the fine arts. Best results were obtained where specialist teachers in art, music or drama were available but very frequently the teaching of the fine arts had to be assigned to regular classroom teachers.

Among the many successful activities in the fine arts were projects in creative drama, instrumental and vocal music, and enrichment of student experiences

through the presentation or participatory drama by touring drama companies, of concerts by symphony orchestra, military bands, chamber groups, and vocal and instrumental soloists, and of the utilization of radio and television programs. There was a definite trend towards bringing into the school many and varied live performances in the fine arts, and in providing, whenever possible, an opportunity for school groups in the fine arts to perform in public.

Physical Education The teaching of physical education was least satisfactory at the elementary level. More specialist staff and equipment are required to implement the "movement exploration" program satisfactorily.

Language Arts Programs in the Language Arts are being improved at all grade levels: teachers are generally well qualified. Many new materials are being used and evaluated together with increasing use of audio-visual equipment.

Some problems existed in elementary language because of dissatisfaction with the present authorized texts and most teachers used supplementary materials. Some concern was expressed that communication skills require more emphasis, especially in the written form.

Reading The teaching of reading at the elementary level is entering a stage more sophisticated than ever before. Basal reading series and practices associated with these generally ensured a reasonably good level of reading instruction. However, increasing numbers of systems and teachers have enriched and improved the program further through:

- use of integrated Language Arts programs
- individualized reading instruction
- skilled diagnosis and treatment of students with reading disabilities
- use of supplementary and enrichment materials
- employment of reading specialist teachers
- improvement of library services

The teaching of reading is recognized as being one of the most fundamental tasks of the school and activities such as these, as well as the sustained efforts of teachers and school systems, resulted in a good level of instruction in this subject.

Science A new course in elementary science was introduced last year. Most science

instruction was adapted to conform with the objectives of this new course but there were still some glaring differences in standards of instruction with the most important variable being the teacher. Availability of equipment and other resources was also an important factor. In general, instruction was considered good. Departmentalization helped to make science instruction more effective. Much greater use was made of field trips, and such community resources as planetaria, zoos, and museums. Outdoor science study became a more common activity. The emphasis on student participation, de-emphasis on textbook approaches, use of the inquiry method, and the focus on broad concepts have all contributed toward stimulating genuine interest in science among most of the students.

**Social
Studies**

This past year saw the introduction of a new social studies program at some grade levels and pilot projects were carried on at other grade levels. The program is being revised from grades one to twelve and this subject area has been the focus of much teacher activity and interest. Transition to the new program is not complete so evaluation is difficult. Early indications are that, while the traditional approaches are still in wide use, the new social studies methods are making a favourable impact and are resulting in better instruction and greater learning.

Greatly increased demands were made by social studies teachers for a wide variety of materials, audio-visual equipment, and the services of libraries and Instruction Materials Centers, and it appeared that success in the new program depended in part on the amount of resource material available. Indications are that in-service work in this subject area will continue as schools gradually change from the old courses to the new ones.

Standard of Instruction: Rural Elementary Schools

(Consolidated from the reports of departmentally appointed superintendents)

Second Languages	While the number of elementary schools offering French language instruction is relatively small, the quality of instruction and learning has generally improved as better qualified teachers have become available. Success ranged from mediocre to excellent; best results were evident where using new methods.
Mathematics	Mathematics instruction was judged to be generally effective throughout. New programs were introduced or extended to the upper elementary level.
Fine Arts	Although commendable efforts were made to provide effective instruction in the fine arts, programs generally lacked the advantages to be gained from the experience of specialist teachers, and in continuity. Teachers were commonly assisted by radio broadcasts.
Physical Education	Instruction in physical education was generally less than satisfactory. The program showed evidence of the greatest improvement where physical education specialists were employed for elementary classes.
Language Arts	Teachers have developed techniques which emphasize oral and written expression as well as literary appreciation and understanding. Improved libraries and instructional materials centers have materially aided the language arts program. However, many teachers tended strongly towards the traditional grammatical approach.
Reading	Instruction in reading, particularly at the primary level was of excellent calibre. Contributory factors included special grouping of students according to levels of competence, individualizing of instruction, improved library services and employment of more reading consultants and specialists.
Social Studies	Instruction in social studies continued to emphasize the acquisition of facts and knowledge. Little emphasis was placed upon the teaching of skills and upon the development of attitudes and behaviours. Considerable time and money will have to be expended to provide in-service training for teachers

as well as reference materials for students so that the transition to the new social studies courses can proceed effectively.

Science The science teaching in elementary grades has improved generally since the introduction of the revised program. An excellent supply of science equipment and facilities enabled teachers to use the inquiry and discovery approach to good advantage.



The Special Programs

Report of the Director of Special Educational Services

E. J. M. Church

The Directorate administers the following Branches which submit separate reports:

Correspondence School Branch, Examinations Branch, Counselling and Guidance Branch, Special Education Branch, Student's Assistance Board, and The Alberta School for the Deaf. These reports will be found under appropriate sections.

In addition, the following areas are the direct concern of the office of the Director:

Early Childhood Education

The system of approval for kindergartens was thoroughly revised in accordance with the wishes of the Early Childhood Education Committee. The main changes involved a clarification of teachers qualifications, and procedures for approval similar to those carried out by the provincial Department of Social Development. Some institutions were encountering financial difficulty because of the stringent teacher-pupil ratio imposed (1 to 20) and the requirement to obtain a zoning certificate where required by municipal law. Many pre-school institutions used teacher-aides.

A committee was formed to screen proposals which came in to the Department at the request of the government for a two-year pilot project in education for disadvantaged children of pre-school age. It was contemplated that two proposals would be accepted, and the government would contract for services at \$50,000 per year for each project..

Changes in the superintendency have affected the supervision of kindergartens. Traditionally superintendents of schools have assumed responsibility for inspecting kindergartens within their jurisdiction. Many superintendents are now locally employed and do not see as one of their duties the supervision of private institutions. Regional offices when fully satisfied may be able to assume this responsibility but during the past year supervision has been either very cursory or non-existent.

Supervision has become a problem also in the large urban centers. One superintendent in Calgary and one in Edmonton have been assigned the

additional duties of supervising kindergartens in their particular urban area. The number of kindergartens in these areas (see Table F, Statistical Appendix) has increased to the extent that it is impossible to visit them all.

Private Schools

During 1969-70 private schools assessed the effect of provincial legislation which provided for a grant of \$100 per full-time equivalent pupil enrolled in a private school and a usual resident of Alberta. Indications are that the grant has not solved the financial problems of these institutions.

Private schools were regularly inspected by provincially appointed superintendents and high school inspectors. Instruction and facilities were considered generally adequate but there was wide variation from school to school. During the year 44 private schools were in operation. Of these, 28 included elementary or junior high school grades or both, and 12 were senior high schools. Private schools employed 328 teachers and enrolled 5,363 students. In addition, four private schools operated on a part-time basis, three offering instruction in German and one in Ukrainian.

Summer Schools

Previous to 1969 no provincial grants were offered for summer school instruction in the subjects of Grade 10, 11, and 12. In 1969 the provincial government provided a grant of three dollars per student per high school credit.

In 1969 summer schools were operated by the following:

Alberta College, Edmonton

Fairview Agricultural and Vocational College, Fairview

County of Mountain View, Didsbury

Calgary Public School Board, Calgary

Lethbridge Community College, Lethbridge

Edmonton Public School Board, Edmonton

Compulsory School Attendance

Two main problems were encountered in the enforcement of compulsory school attendance sections of The School Act. Since the upper limit of compulsory school age was raised from 15 to 16 years, the Hutterian Brethren find it most difficult to abide by the law. Their entire way of life is an expression of their deeply felt and firmly held religious beliefs. Their custom is that children, when they reach the age of 15 years, cease academic train-

ing and enter practical training in farming methods. This custom runs contrary to the laws on compulsory school attendance. No resolution of the problem appears to be in sight.

The second problem was that of the 15-year-old student rebelling against either school or parental control. Many of these cases were prosecuted but often by the time the case had been disposed of the child had become 16 years of age and could not be compelled to go to school. Since the intent of the Act was to persuade parents to send their child to school the Act was not effective in these instances.

Adult and Continuing Education

Adult and Continuing Education is a large, growing, ill-defined area. Many institutions and agencies are involved in providing education to adults and a precise definition eludes many educators.

The Directorate was involved in a study of the problems of adult and continuing education. The need for co-operative and coordinated action in this field became increasingly apparent. Symptomatic was the situation in the large urban centers where a variety of organizations and agencies went their individual ways in providing education to adults. During the year a special committee was established to examine this phenomenon. The committee encountered much more success in defining the problem than in offering definitive answers.

Other Activities

The Directorate was heavily involved in arranging details for the Minister of Education's conferences on urban and rural education, held respectively in Calgary and Red Deer in October of 1969. It was also involved in the planning of local arrangements for the annual convention of the Canadian Education Association to be held in Edmonton in September 1970.

The Director continued to serve on various boards and committees within the government. In addition he served on the following outside boards:

1. Board of Directors, Service for Admission to College and University
2. Mayor's Committee on the Misuse of Drugs
3. Board of Directors, Metropolitan Edmonton Educational Television Association
4. Professional Advisory Council to the Alberta Association for the Mentally Retarded

5. Board of Directors, Youth Involvement Program
6. Advisory Committee on Red Cross Youth
7. Board of Management, Glenrose Hospital
8. Board of Directors, Canadian National Institute for the Blind, Northern Alberta Division
9. Board of Directors, Edmonton Epilepsy Association

(See Statistical Appendix, Table F for summary)

Special Education

Special Education Programs in the Schools

The 1969-70 school year saw a continuation of the expanding services provided by school boards and professional educators throughout Alberta to children who need help beyond that available in the regular classroom. The four largest school systems are continuing to consolidate, refine, and expand their pupil personnel services, which compare favourably with such services anywhere in North America. There was the usual good cooperation among the various school boards in dividing the specialty areas and in admitting to their special classes children from districts not able to provide that service.

The number of non-urban special classes again increased over the previous year. This meant that more children in non-urban areas were receiving specialized help, often within their own school district. A few years ago, only the Calgary and Edmonton school systems provided service beyond that needed by educable mentally handicapped children. Specialized services to children with learning problems, with severe emotional difficulties, with physical or medical problems were offered by special classes or special teachers in a number of smaller centers. It was encouraging to note the increasing acceptance by school boards, by school administrators, by teaching personnel, and by the general public of the responsibility to provide needed educational services for atypical children. It must be pointed out that there are still many children in many areas of the Province who are not yet receiving the kinds of specialized educational services which would help them progress adequately.

An important feature of the development of special educational services has

been the revision of the School Grants for Special Classes. The Grant was increased during the school year from \$3,500 per approved classroom to \$4,000 as of January 1, 1970. A revision of the Special Class Regulations has changed the concept of Special Class Grants to one of Special Education Teaching Position Grants. This is in keeping with the extension of specialized services to children in regular classrooms, in hospital wards, and in their own homes, whenever those children cannot or do not attend a special educational setting. The extension of services beyond segregated classes to a wider range of handicaps and a wider geographic distribution of services to children has been one of the noticeable developments over the past several years, and has accelerated during the 1969-1970 school year.

A growing interest in the education of atypical children and the expansion of very fine training facilities at the Universities of Alberta and Calgary has resulted in increasing numbers of teachers taking training in this specialized area. While the percentage of teachers with some form of training in special education continues to grow, it must not be assumed that all special class teachers are fully trained. It was encouraging to find that many regular classroom teachers were taking courses in the education of atypical children and that many of the techniques originally designed for children with various forms of learning disabilities were finding their way into the regular classrooms.

Classes for Mildly Retarded Children

Mildly retarded children are usually termed "educable mentally retarded" and form the largest group of handicapped children in Alberta. They attend "Opportunity Classes". These children are unable to achieve academic work beyond the grade III to VII level by school-leaving age. These children usually can perform non-academic tasks close to or at the normal levels. A special curriculum is used which is suited to their needs and their particular learning difficulties.

In 1970, the Department paid grants for 247 Opportunity Classes with a total enrollment of 2,904. This was an increase of 23 classes over 1969, or 10.3 per cent. The enrolment for 1970 shows an increase of 257 over 1969, representing a percentage increase of 9.7. The number of school jurisdictions offering special classes for the mildly retarded increased from 49 in 1969 to 53 in 1970.

In 1970, Edmonton and Calgary accounted for 56 per cent of the total number of classes and of the total enrolment for the mildly retarded.

In 1964, there were 98 Opportunity Classes in Alberta with a total enrolment of 1,295. In the six following years the number of classes and pupils has increased almost 2.5 times.

Classes for Children with Special Problems

Many children of normal or above average intelligence are unable to make satisfactory progress in the regular classroom because of some handicap or combination of handicaps - sensory, physical, medical, emotional, perceptual, neurological, psychological, or undiagnosed. Many of these children are in segregated classes which serve the children's primary handicap. Some others are given the special attention they require by itinerant teachers who visit the children at home, at school, or at the hospital. Some services are provided at central points and the children come to the services for short periods of intensive work before they return to their own classes.

The four largest school systems are continuing to develop and expand services to these children, including ancillary personnel such as psychologists, diagnosticians, social workers, speech therapists, remedial reading teachers, and consultants. The Calgary Public and the two Edmonton school systems have been providing special educational services to a number of public and private institutions in addition to the services provided to their own school students. In 1970, for the first time, a rural school system provided special educational facilities to a small private institution.

An example of the increasing diversification and extension of services to children with special needs is the full-time homebound teaching service provided by the Lethbridge School District. A few homebound students in other non-urban areas are also served by part-time homebound teaching instruction.

In 1970 the Department paid grants for 157 of these classes, an increase of 26 from the previous year. The enrolment in these classes was 1,282 an increase of 203.

Private Facilities for Children with Learning Disabilities

Visually Impaired Children

The Edmonton Association for Learning and Language Development operated a private school for young children with learning disabilities. The children of school age were eligible for grants similar to those for retarded children's schools. The Calgary Association for Children with Learning Disabilities operated classes in classrooms provided by the Calgary School Board.

Services to visually impaired students continued to increase in scope and number as they have over the past several years. Segregated low vision classes for the partially sighted, itinerant teaching service for students in regular classes, and a library of textbooks in brailled and taped form have permitted an increasing number of blind students to remain in the province and have increased the services to partially sighted students. The library of brailled and taped textual material established by the Department of Education with the co-operation of the Canadian National Institute for the Blind lends material at no cost to the student, his parents, or the local school board. A few students with limited vision are gradually being retrained to read and write braille effectively without having to leave the Province of Alberta.

Some children who are blind need the education provided by a school for the blind. These children were maintained at the expense of the Department of Education (tuition, travel, and subsistence) at residential schools for the blind outside the Province of Alberta - five at the Ontario School for the Blind, Brantford, and 21 at Jericho Hill School, Vancouver - a total drop of three from the previous year.

In April, 1970, a consultant for the Visually Impaired was employed by the Department. His services are available to visually impaired students and to local school boards throughout the province.

Classes for Moderately Retarded Children

Moderately retarded children are usually referred to as "trainable mentally retarded". Trainable children attended classes where physical and language development were fostered by special curricula and where socialization and some skill training were undertaken. The two schools for trainable children in Calgary were operated by the Calgary Public school system. Elsewhere in the province, schools for trainable children were operated by local associations for the mentally retarded and heavy financial support for operating

expenses was provided by the Department and local school boards. Two new association schools began operating during the 1969-70 school year.

Department assistance for capital costs was again available and one new school building was built - the Lakehead School in Grand Centre. One School addition was completed and plans for another were made.

Residential facilities in conjunction with schools for the trainable retarded were operated by the associations in three locations. Residences are being planned in eight other centers.

In 1970, exclusive of the two schools operated by the Calgary Public School system, some 15 approved association schools for the trainable employed 122 teachers and enrolled 735 pupils. Four Alberta children were enrolled in the Lloydminster, Saskatchewan School for Retarded Children.

Special Projects Three of the 14 Centennial Projects developed by the Canadian Association for the Mentally Retarded are being carried out in Alberta. The Industrial Research and Training Center in Edmonton trains retardates for jobs in industry. The Vocational and Rehabilitation Research Institute in Calgary trains retardates to work in service trades. Both institutes now have permanent quarters. They received substantial grants from the Department to defray capital costs. The Centre for the Study of Mental Retardation is housed in the University of Alberta. It is focusing on the pre-school retardate.

(See Statistical Appendix, Table G, H and I for summary)

Alberta School for the Deaf

by F. G. F. Cartwright - Superintendent

The education of the deaf places great emphasis on communication and language. The language of instruction is English and is begun at the age of five. Beginning work at the school is based upon sense training, vocabulary development, and a bombardment of the child with language in all of its methods of communication. The oral method is combined with fingerspelling throughout the school to achieve as high a proficiency as possible. Children

are given the chance to develop speech and speech reading and auditory discrimination through the proper use of hearing aids, and language concepts structured by correct language through fingerspelling.

Auditory training is given to all children who can benefit from the proper fitting of hearing aids. Hearing aid repair services are constantly available throughout the school where both individual and group hearing aids are used.

The educational program at the school is based on the Alberta Curriculum. Residential facilities increase the scope of services and the school works towards developing each child, not only educationally but socially and emotionally. Competent staff are hired and given continuous up-grading to maintain a high level of service. The services provided are continuous on a 24-hour basis from September to June. The child care staff and the teaching staff are assisted by staffs found in the food services, laundry, hospital, house-keeping, and business office areas. Besides the Department of Education staff, a competent staff of Public Works employees maintain the building in excellent condition.

Day status for students in a residential school is permitted upon application by parents or guardians. When it appears that there is a threat to a child's welfare or educational progress, day status may be refused. However, the home is considered to be the best place for the child and weekend home-goings are actively encouraged.

The need for providing a consulting service to school boards, community agencies, parents, and more particularly, parents of pre-school age children in the field of the hearing handicapped, has been increasing. A staff member has been selected to provide this service both to pre-school children who have a hearing handicap and their parents.

Attempts are being made to improve methods of communication with parents by devising new report cards, and using conferences, interviews, and open house visits. Tours and visits were conducted for parents as well as for various agencies to improve the level of knowledge and understanding for the work being done at the school level.

124 students were in attendance at the Alberta School for the Deaf on closing day, 1970. Out of this group, 11 students graduated and prospects for their future were excellent. Four students wrote the entrance examination to Gallaudet College. Three were successful and one was given probationary admittance to attend Summer School at Gallaudet before rewriting the examination in August. The remaining seven have been placed into jobs or training programs leading to a job. This program, led by a placement officer in co-operation with the staff and community, endeavoured to help students become established in the community of their choice.

Six students have been granted an extended year of attendance for the coming school year. They will be participating in various programs to improve their level of education or training. All of these students will be enrolled for half of the school day in a public vocational high school to gain practical training. The other half of the school day will be spent in attendance at the Alberta School for the Deaf taking classes in main core academic subjects.



Curriculum Development

Report of the Director of the Curriculum Branch

J. S. T. Hrabi

Associate Directors:

S. N. Odynak (Secondary)
E. A. Torgunrud (Elementary)
R. A. Morton (Educational Media)
P. A. Lamoureux (Bilingual Education)
Editor: Mrs. M. MacDonald
Librarian: Mrs. H. Skirrow

Curriculum Development

The Branch continued its functions which are the development of courses of study, handbooks and service publications such as curriculum guides, resource materials in such fields as drug education, conservation and pollution, and materials suitable for and about native peoples. There was no change in the organization or the operation of the Branch during the past year.

Two new programs were introduced. The first had to do with the evaluation of non-print materials. This program did not advance substantially because Mr. Morton, Associate Director in charge of media, was seconded to the Canadian Council of Ministers of Education on a half-time basis to conduct a study on behalf of the Media Committee of the Ministers. The second new program introduced in the latter part of the year, was an attempt to use multi-media materials for the dissemination of curriculum ideas. In addition, Branch members spent a substantial amount of time in communication with other branches of the Department of Education, with the professional staff of our schools, with the public, and professional development activities at the provincial, national and international levels. Branch members were resource persons at many teachers' institutes and engaged in other activities such as an international curriculum conference in New York, a Commonwealth conference on rural education in Ghana as a member of the Canadian delegation, negotiating with the Federal government about grants for bilingual education, and participating in a drug education conference in Toronto.

The only change in the professional staff of the Curriculum Branch was the addition of Mrs. Helen Skirrow as a full time librarian.

**The
Elementary
Curriculum
Board**

During the past year the Elementary Curriculum Board achieved the following:

Approved a Study Document on the Aims of Elementary Education

This document was developed by a committee as a follow-up to the Conference on Elementary Education held in March of 1969. After study and reaction by interested groups throughout the province, it is intended to prepare for adoption, a final statement which will become the official position of the Department of Education. The final statement will then become the framework for future curriculum development and dissemination.

Approved a Program for Students Wishing to Learn French as a Second Language.

The objectives of this program are to emphasize effective communication and cultural understanding.

Approved a Language Arts Program in the French Language Integrating the Basic Communications Skills for Students Receiving Instruction as per Section 150 of The School Act, 1970

Other work of committees of the Elementary Curriculum Board included the following:

- The Elementary Language Arts Committee developed a curriculum model upon which to structure the program and in-service material.
- The Mathematics Committee concerned itself with identifying a program scope suitable for all levels of performance.
- The Physical Education Committee completed sections on Games and Gymnastics. A small group from this committee scripted and produced two films in consultation with technicians. These films are to be used in connection with in-service education programs.
- The principal activity of the Reading Committee was the location and preparation of a proposal for the development of materials suitable for culturally different students. This committee also completed the evaluation and recommendation of reading series for Division One which were approved by the Board.

**The
Secondary
School
Curriculum
Board**

- With respect to Social Studies, ad hoc committees were at work preparing model units of instruction for the revised Social Studies program.

During 1969-70, the Secondary Curriculum Board and its related committees pursued the following activities:

- **Made Recommendations for Changes in Textbooks, References and Courses of Study in These Areas:**
 - English in both junior and senior high school
 - Social Studies in Grades VII, VIII, and X
 - Record Keeping 10
 - Business Fundamentals 10
 - Bookkeeping-Accounting sequence in senior high school
 - Junior high school Typing
 - Junior and senior high school Art
 - Junior high school Drama
 - Secondary school Mathematics
- **Approved a Language Arts Program in the French Language for Students in Grades VII and X Which Integrates the Basic Communication Skills for Those Students Receiving Instruction as per Section 150 of The School Act, 1970**
- **Approved a Work Experience Program for up to a Total of 10 High School Credits**
- **Accepted in Principle a Rationale for Industrial Education Programs**
- **Accepted in Principle a Rationale for the Restructuring of Business Education Programs**
- **Accepted a Set of Objectives for the Learning of Modern Languages Other than English**

These objectives focus upon effective communication and cultural understanding. They are intended to emphasize oral communication in the early stages of language learning. Reading and writing skills are incorporated into the program once the student has been introduced to the sound system of the new language.

- **Accepted a New Structure for Language Arts**
- **Approved Revision of the Junior and Senior High School Handbooks**

Educational Media The work of the Curriculum Branch in this area was restricted, as indicated previously, because of the involvement of Mr. Morton in the Instructional Media Committee of the Council of Ministers. Significant activities included the relating of visual materials to Social Studies and English courses of study; the identifying of media materials for inclusion in curriculum guides; and the preparing of proposals for the evaluation of pre-packaged media materials. The beginning phase of this study, the assembling of data on materials is now underway. The report of the Instructional Media Committee of the Council of Ministers contained the following information:

- A set of background papers
- A study of "Materials"
- A study of "Broadcasting"
- A study of "Equipment"

The Council of Ministers has yet to react to this report.

Publications The editing and printing arrangements for curriculum publications were carried forward by the Curriculum Branch Editor, Mrs. Margaret MacDonald. In addition to its editorial responsibilities, the office of the editor maintained an information service whereby requests for information were handled either by sending forth published materials or by personal letter. This office was also responsible for the preparation of kits of materials available from other branches of the provincial government and from federal government agencies.

Department of Education Library A small library has been maintained for the use of the professional staff of the Department of Education. This library also serves the needs of members of curriculum committees. With the appointment of a professional librarian it is expected that this service will be expanded to include the preparation of bibliographies for curriculum committees and other professional staff engaged in similar activities, as well as a periodical service for the professional staff of the Department.

List of Text-Book Recommendations of the Curriculum Boards Elementary School

French as a Second Language:

Bonjour Line - Part One by H. Gauvinet, M. Hassan

Le Francais Partout - Cours Preliminaire by A. F. W. Hodgins (editor) et al

Le Francais Partout I by A. F. W. Hodgins (editor) et al

Le Francais Partout II by G. Carruth et al

Parlons Francais - Level II by A. Slack et al

	Parlons Francais - Level I by A. Slack et al Parlons Francais - Level III by A. Slack et al
French as a Language of Instruction Language Arts — Grades V and VI	Au Pays Des Contes by A. Mareuil Les Secrets de La Riviere by D. de Mornier Panache L'Ecureuil by Lida Contes Du Chien Perdu by R. Maniere L'Invitation Au Voyage by A. Mareuil Les Jardiniers Du Hibou by M. Corriveau Le Secret De Vanille by M. Corriveau Le Morceau De Soleil De Memnoukia by M. Bernard
Health — Grades I, II and III	Ton Livre De Sante by J. G. Pepin Une Bonne Journee by Y. Roger Au Grand Air by R. Orvoine
Reading (Basal) — Grades I - III	Canadian Reading Development Series by J. R. McIntosh et al Language Experience Reading Program by E. A. Thorn et al Young Canada Reading Series by John A. McInnes et al
Reading (Literary)	Sounds of Language by Bill Martin Jr.
Junior High School Latin	Gateway To Latin
Literature 9	Safaris III by Chalmers and Coutts
Typewriting	The Personal Touch by Wright
Senior High School Accounting 10 & 20	Accounting 1 by Syme Elements of Accounting by Kaluza 20th Century Bookkeeping and Accounting (23rd Edition) by Boynton et al
Aircraft Maintenance 22 & 32	Basic Science for Aerospace Vehicles by Northrop Institute of Technology Maintenance and Repair of Aerospace Vehicles by Northrop Institute of Technology Power Plants for Aerospace Vehicles by Northrop Institute of Technology

English 23	Poetry of Relevance by Hogan The Range of Literature: Fiction by Ball What Do You Think? by Worsnop
French 30	Chez Les Francais
German 30	Contemporary German (Chapters 13 - 23)
Industrial Arts	Power Workbook by Moretta
Power Mechanics	
Mathematics	Principles of Mathematics 1 and 2 by Dean et al Geometry, A Modern Approach by Wilcox Modern Intermediate Algebra by Nichols
Reading	Be A Better Reader, Book IV (Canadian Edition) by Smith Perspectives by Pooley Reading For Understanding by Science Research Associates Tactics in Reading II by Niles et al
Record Keeping 10	Canadian Record Keeping Practice by Sparling
Science	Physics, An Experimental Science by White
	Curriculum Branch Publications
New Publications	Cree Primer Curriculum Guide (Elementary), French As A Second Language Elementary Physical Education, Third Section Elementary Program of Studies Replacement Sheets Curriculum Guide for Elementary School Science Initial Level Drama Curriculum Guide (Secondary), French As A Second Language Curriculum Guide for German Curriculum Guide for Latin Physical Education - Soccer Secondary School Reading Handbook Curriculum Guide for Ukrainian Junior High School Handbook Notes Regarding Junior High School Mathematics Programs

Junior High School Program of Studies Replacement Sheets
Junior High School Curriculum Guide for Social Studies (Grades VII and VIII)
Curriculum Guide for Junior High School Typewriting
Senior High School Curriculum Guide for English
Senior High School Handbook
Curriculum Guide to Mathematics 10, 13, 20, 23
Senior High School Program of Studies
Senior High School Curriculum Guide for Reading 10
Senior High School Curriculum Guide for Science
Senior High School Curriculum Guide for Social Studies (Grade X)

Reprints

Elementary Art Curriculum Guide, 1969
Curriculum Guide for Elementary Music, 1968
Elementary Program of Studies, 1968
A Reading Handbook, 1968
Physical Education - Bordenball, 1967
- Rugby, 1969
Junior High School Curriculum Guide for Industrial Arts, 1969
Junior High School Curriculum Guide for Language Arts, 1969
Senior High School Biology 10, 20, 30
Curriculum Guides for Industrial Arts:
 General 10, 20, 30
 Graphic Communications 10, 20, 30
 Power Mechanics 10, 20, 30
Curriculum Guide for Mathematics 15 and 25
Curriculum Guide for Sociology 20
Curriculum Guide for Vocational Education:
 Commercial Art 12, 22, 32
 Graphic Arts 12, 22, 32
 Machine Shop 12, 22, 32
 Pipe Trades 12, 22, 32
 Sheet Metal 12, 22, 32

Miscellaneous

Annual List of Publications
Bibliography of Conservation and Pollution Materials
Bibliography of Materials for and About Native People
Charting Directions for Change
Citizenship Day (Queen's Message only)

Counsellor's Handbook
Criteria for Evaluating Textual Materials Relative to Native Peoples
Curriculum Bulletin - Three Issues (December, March and June)
Family Life Education: A Point of View
Material to Support a Drug Education Program
Rubriques Pour la Classification Decimale Dewey Pour les Ecoles
Elementaires et Secondaires
Senior High School is Different
Tentative Course Outline for Social Studies (Grades I - XII)
Social Studies Newsletter, Three Issues.

School Book Branch

W. F. Logan - Manager

From a small beginning 56 years ago, the School Book Branch has developed into an integral part of our educational system. The main objective of the Branch is to purchase and distribute school books promptly, efficiently and at the lowest prices to school systems within the Province of Alberta. It operates on a non-profit basis. However, the Branch may be described as self-sustaining since it pays for all operating costs from a small mark-up on text-books.

Financial Report The following significant statistics for the twelve-month period between April 1, 1969 and March 31, 1970 show that the Branch continues to experience regular growth:

(a) Total sales for the fiscal year amounted to \$4,648,949.18, an increase of 1.81% over the previous year. The total sales figure, which is the largest in the history of the Branch, can be divided into the following six categories: basic texts and workbooks 83.38%; library books .91%; test material 1.26%; special order titles 1.8%; vocational texts .99%; N.A.I.T. Bookstore in Edmonton 6.49%; and S.A.I.T. Bookstore in Calgary 5.17%.

(b) Purchases for the fiscal year were \$3,962,406.68. The majority of this stock (approximately 713 tons) was transported from Eastern Canada by lake and rail. Large supplementary orders (approximately 290 tons) were brought

in by truck. Shipments weighing less than 25 pounds were hauled by railway express (approximately 6,695 pounds) and smaller parcels arrived by mail. The weight shipped by mail was 16,809 pounds. Total weight of all books purchased during the past fiscal year was 2,029,563 pounds.

(c) The total physical inventory at March 31, 1970 was valued at \$1,505,- 058.95 which is about 32.37% of total sales. The inventory figure as \$164,- 592.92 less than last year's inventory value.

(d) Net profit for the year was \$39,089.97. This is slightly more than $\frac{3}{4}$ of 1% of total sales.

(e) The total operating expenses amounted to \$469,072.39 which is about 10.09% of total sales or approximately 11.55% based on invoice cost of goods sold.

(f) The School Book Branch had 64 dealers serving the school population. These dealers sold books to the value of \$242,982.09. This is approximately 5.23% of total sales.

Textbook Rental Plan

A detailed report on the operation of the Alberta Textbook Rental Plan can be found in the 1958 Annual Report of the Department of Education. The administration of the Rental Plan is done at the school board level. To become eligible, the school board must either supply the books to students free or at a rental fee that does not exceed one-third of the net cost of the books to the board. A special discount of 40% off the retail price is offered on the textbooks which are used in the rental scheme.

Order-in-Council No. 877/70 permitted private schools to join the rental plan for the first time beginning with the 1970-71 school term.

The amount of government subsidy to administer the rental plan during the 1969-70 fiscal year was \$663,331.44. Rental plan sales were \$2,653,315.76 which was approximately 57.07% of total School Book Branch sales.

Institute of Technology Book Stores

The School Book Branch is responsible for the administration and operation of the Book Stores at the Southern Alberta Institute of Technology in Calgary and at the Northern Alberta Institute of Technology in Edmonton.
(See Statistical Appendix, Table J for summary)

Other Services



Operational Research

J. E. Reid - Director

During the past year the Operational Research Branch continued to give assistance to other branches, divisions and committees of the Department of Education.

Members of this Branch, in co-operation with the Provincial Data Center, conducted feasibility studies in the Examinations Branch and the Students' Assistance Board to consider the design and implementation of a data processing system to be operational by 1971.

Examinations Branch

Transmutation scales were constructed for Grade XII Departmental Examinations administered in August, 1969, January and June, 1970, based on the scholastic abilities of the students within each of the examination subjects.

Results of the junior high achievement battery of examinations were processed in April, 1970 and forwarded to all junior high school principals in the province.

At the request of the Test Development Division, item analyses were provided for all Grade XII January and June examinations and for the complete battery of junior high achievement tests. Correlations within subjects as well as between examination subjects and ability scores were also provided at the Grade XII and Grade IX levels.

The following studies were completed for the High School Matriculation and University Entrance Examinations Board:

The results of all Grade XII students were analyzed to determine the number of students eligible for entrance into an Alberta university at the end of each semester. In addition to analyzing the results for the total population, an analysis was conducted by geographic area, sex and the number of years that a student was in a high school program.

Audio-Visual

The branch assisted in the design of a questionnaire pertaining to audio-visual supplies and usage of audio-visual facilities. Computer programs were

written to summarize the results for approximately 15,400 teachers in 900 schools.

School Administration At the request of the Division of School Administration, assistance was given in a study analyzing the cost of rural transportation in school divisions and counties during the past six years with projections on future transportation costs. The analysis was broken into two categories: those involving school-authority owned buses and those involving privately-owned buses.

Assistance was given in the revision of the School Foundation grant structure as recommended by the Minister's Committee on School Finance. Simulations and projections for each school authority were processed to obtain a distribution of funds.

Students' Assistance Board At the request of the Students' Assistance Board a continuing study is underway to analyze expenditures and other costs, as well as income, for those students attending post-secondary institutions with the assistance of provincial and federal loans and grants. The study was designed to analyze the adequacy of the present loan and grant programs for students attending post-secondary institutions.

Division of Instruction Assisted the Supervisor of Business Education in obtaining statistical analysis, by computer, of four different types of high school shorthand programs.

Assistance was also given to instructional staff members in several projects during the past year. These studies were aimed at improving the quality of teaching in the elementary, junior high and senior high levels.

Zone Two Teacher Study At the request of the superintendents and the administrative staff in Zone Two, assistance was given in analyzing zone teaching loads for six different types of administrative units. The results of the study were utilized by committees and authorities within the Zone to analyze staff working conditions.

Lethbridge Public and Separate School Systems Assistance was given to the Lethbridge systems in scaling their Grade XII examinations each semester to ensure scaling compatibility with the examinations administered by the province.

Alberta Teachers' Association The Branch co-operated with the Alberta Teachers' Association in the design and analysis of a study of the Geographic and Occupational Mobility of Alberta Teachers. Over 15,000 teachers participated in the study which was to be published in September, 1970.

Service to School Boards Further increases in the processing of item analyses and local norms were experienced. Over 300,000 answer sheets were processed for the 219 schools requesting item analyses of locally-developed examinations. Approximately 100,000 answer sheets were processed for local norms from 85 school systems. Fifty-three schools requested service for scoring only.

(See statistical appendix, Tables K and L, for course offering analyses conducted by the Operational Research Branch)

Counselling and Guidance

L. W. Ferguson - Supervisor

The two events which significantly affected the Counselling and Guidance Branch were the formulation of a new School Act and revision of the Foundation program, both to be effective August 1, 1970.

Changes in the Foundation grant will result in monies being made available to boards in an uncommitted way. This means that where the Government, in the past, has designated funds for particular programs, boards will now be asked to determine their own priorities. The former Foundation Program included specific stimulation grants for counselling and guidance services; now the priority rating of these services will be established on the basis of how board members perceive their worth.

The Counselling and Guidance Branch has concentrated upon developing a clear cut role description, showing the importance of guidance programs. The branch also provided boards with the means of evaluating existing and proposed guidance programs, according to their role description.

The Branch has encouraged counsellors to make available to both their

superintendents and their boards, reports naming intentions and demonstrating previous effectiveness. Present re-emphasis on human values in education and the increasing number of social and personal problems among the student population, point to counselling as a necessary part of the educational process.

Branch Activities

- 1. Providing direction for the development of guidance services in Alberta schools.** The Counselling and Guidance Branch sponsored the Lake Isle Professional Development Seminar in the fall of 1969, to communicate the thinking of senior Department of Education officials and to develop awareness of the urgent need for a changing counselling role. Nine career fairs were planned and held across the Province. A total of 20,000 students attended Career Fairs.

- 2. Maintaining public relations and professional communication.** The Branch participated in the following activities:

The ATA Specialist Council Workshops - a series of guidance workshops held at various points in the province to concentrate upon executive planning. The ATA Guidance Specialist Council Conference held at Red Deer, Spring 1970, and the Elementary Counsellors' Conference held at Banff, Spring 1970.

The Counselling and Guidance Branch also addressed several conferences, including the Superintendents Conference in January 1970, which described the role of counselling and guidance services in Alberta schools.

The Branch addressed the Legislative committee concerned with invasion of students' privacy in schools. Following this address, the Branch issued a booklet concerning disposal of student records. This action led to the revision of Cumulative Record Cards.

The Supervisor of the Branch served on the following committees:

- Technical Advisory Committee to the Minister of Education and the Mayor of Edmonton concerning drug problems and advice to film makers producing films for release to public schools.
- The Council of Directors of Pupil Personnel Services

- The Task Force on Lifelong Education, of the Commission on Educational Planning.

3. Providing Advisory and Consultative Services

- Participation in a large number of high school evaluations across the six provincial zones.
- A survey of divisions and counties regarding the need for counselling and guidance services, at request of superintendents.
- Assistance in personnel recruitment - assisting superintendents to recruit and evaluate prospective counsellors.
- Investigation of problem situations.
- Coordination of high school visitation projects undertaken by university students.

Examinations and High School Records

Report by S. T. Nichols, Supervisor, Examinations Branch

Grade XII Examinations:

Semester,
Trimester,
June and
August

Examinations

During the past five years semester schools have increased from six to over 200. In January of 1970, some 14,661 students wrote 29,944 papers. In June of 1970, some 19,151 students wrote 62,129 papers and in August of 1970, some 4,891 students wrote 9,075 papers. Also in five Trimester schools 543 students wrote 847 papers in November of 1969 and 502 students wrote 891 papers in March of 1970.

Grade IX Achievement Battery

Grade IX formal departmental examinations were discontinued during the 1969-70 school year and were replaced by standardized achievement tests which were written in March of 1970. The Achievement Battery which was completely machine-scored included tests in Social Studies, Science and Mathematics, as well as a multiple-choice language arts test, a standardized reading test and a standardized ability test. A written expression or essay test in language arts was conducted in early February. The tests covered major concepts which students had learned during Grade VII, VIII and IX. The primary purpose of the Battery was to aid school personnel in directing Grade IX

students into appropriate high school programs. A total of 32,975 students wrote the Achievement Battery and of these 31,452 were awarded a Grade IX Diploma.

High School Equivalency

Work was started on developing a high school equivalency diploma for adults under the office of the Director of Special Educational Services. A committee was formed and requirements drafted. By year's end recommendations were ready to go forward to the Minister. The committee also recommended that the Examinations Branch investigate the possibility of using the General Educational Development Test battery produced in the United States for testing the educational level of adults.

Additional Activities

In addition to its examination activities, the Branch performed the following services:

- (i) Issued 17,500 High School Diplomas, including 7,083 to matriculants.
- (ii) Issued 35,643 transcripts of High School marks.
- (iii) Made evaluations for the purpose of granting High School credits of 749 documents of standing in music in recognized academies and private schools.
- (iv) Evaluated 3,531 documents of high school standing from outside Alberta.

Certification of Teachers

J. I. Sheppy - Registrar

The office of the Registrar is involved in teacher certification in the following ways:

- Issues certificates of qualification to teach.
- Administers the regulations governing the certification of teachers.
- Assesses the credentials of teachers from outside Alberta applying to teach in the Province.
- Maintains records of professional standing and teaching service of all teachers in Alberta.
- Evaluates documents of secondary school students coming to Alberta from other countries.

The Registrar is secretary to the Board of Reference, the Teaching Profession Appeal Board and to the Board of Teacher Education and Certification. He is also in charge of the teacher exchange program.

General Teacher Certification

Detailed statistics on teaching certificates are contained in the statistical appendix, Table M. In summary:

- A total of 7,508 certificates were issued, a decrease of nine percent over 1969.
- Of this total 4,347, or almost 58%, were professional certificates, an increase of eight percent over 1969.
- Sixty-eight percent of all interim certificates were issued to teachers in Alberta, 32% to teachers from other provinces or other countries.
- Of certificates issued to out-of-province teachers 782 or about 52% came from other Canadian provinces and 61% of these (474) were from Saskatchewan. Another 18% of these (267) were from the British Isles and Ireland, and nine percent (149) from other Commonwealth countries. Sixteen percent (238) were from the United States of America and the remainder from other countries.
- A total of 22,726 certificates were held by teachers under contract, an increase of 1,149 or five percent over 1969, and an increase of 41% in five years.
- In 1970, a total of 9,512 university degrees were held by teachers. This is an increase of 4% over 1969.
- There was a decrease in the number of Letters of Authority issued. (865 in 1970 as compared with 1,139 in 1969, a drop of 24%).

Three teacher exchanges were made with the United Kingdom in 1969-70.

The Board of Reference handled one application during the year; it was settled in favour of the Board.

The Teaching Profession Appeal Board heard one case. The case was settled in favour of the teacher.

The Communications Branch

Larry T. Shorter - Director

On May 1, 1970, the Communications Branch began its official operation with a staff consisting of the director, an information officer and two clerical personnel, plus the shared services of a graphic artist and a publications designer employed by the Audio Visual Services Branch. The branch reports directly to the Deputy Minister.

The statement of goals for the new branch included: "The development of a program of public accountability within the department, including the internal clarification and enunciation of departmental policy; the orchestration of good communication practise within the department; the coordination and development of departmental information services".

The anticipated activities of the branch included: "Providing general information to the public; preparing and distributing news releases, feature and background material to the media; determining the effectiveness of departmental programs; conducting departmental public relations programs; assisting in the formulation and clarification of departmental policy; establishing high standards of readability and design in departmental publications; acting as communications consultant to all branches of the department, and other allied educational agencies".

In addition, the director became secretary of the departmental Directors' Council and executive secretary of the Alberta Educational Communications Authority. This Authority is responsible for supervision of the province's educational television activities.

At its inception, the branch installed teletype facilities for news dissemination and communication with the federal authorities concerned with educational broadcasting. In addition new design and editing standards were established and a wide range of consulting duties in conference planning, public relations, in-service training and program evaluation were undertaken.

**Alberta
Educational
Communications
Authority**

Prior to its official establishment, the fledgling branch was responsible for the production of last year's annual report. It has edited, designed and produced this year's report as well.

The director of communications also serves as the chief administrator of the Alberta Educational Communications Authority. The Authority has the following responsibilities:

"Regulation of the federal definition of educational broadcasting and of the agreement between the CBC and the Authority; supervision of the department's continuing role in the Metropolitan Edmonton ETV Association (MEETA) and the Calgary and Regional ETV Association (CARET); administration of grants to produce, procure and clear television programs; regulation of the educational use of community antennae television systems (CATV) within the province; development of long range broadcast policies for the province."

These duties are undertaken for the Minister of Education on the advice of an advisory committee which is chaired by the Deputy Minister and includes representatives of the department, private broadcasters, the ATA, the ASTA and the public at large.

A summary report of the development of educational television over the year will be given here; further details will be found in the Audio Visual Services Branch report which follows.

**Educational
Television**

June of 1970 marked the conclusion of the Alberta Pilot Projects for Television in Education and the establishment of an interim provincial ETV policy. The interim policy went into effect in March, 1970 and is intended as the base upon which a complete policy will be founded. It provides for a new concept in school television service and comes as the result of three years of ETV leadership.

MEETA'S commencement of broadcasting on March 1, 1970 was the year's most significant ETV event. After three years of delays MEETA secured access to channel 11 and became Canada's first ETV broadcast station, sharing transmission facilities with the CBC French language service. (The channel is leased from the CBC for 40 hours per week by the Educational Communi-

cations Authority, which in turn delegates broadcasting responsibility to MEETA).

Because of the late start of MEETA, and the time needed to conclude other studies, a complete evaluation of the pilot television projects is still two years away. Specifically, the success, or failure, of broadcast ETV cannot be fully established until MEETA has more experience. However, the pilot projects were undertaken as a means of developing **additional** policies which would complement the existing school broadcast service. Three years of pilot project experience together with ten years of school broadcasts experience were deemed a sufficient base upon which to chart a reasoned interim policy intended as a guideline until 1972.

The new policy arose from the recommendations of a major progress report published by the pilot team in February, 1970. In oversimplified terms, it provides subsidization to CARET (Calgary and Regional ETV Association) and MEETA (Metropolitan Edmonton ETV Association) in return for services undertaken on the province's behalf. Their principal service will be the production, or importation, of television programs which can be placed in a provincial video tape dubbing center for use by schools in other areas of the province. The Audio Visual Services Branch began operation of a dubbing center in January and those services of the pilot projects which had proved themselves viable were consolidated within that branch.

Alberta has been a world pioneer in the video tape distribution of television programs to schools. This type of distribution has proved of real benefit to rural as well as urban schools. Since video tape is eraseable, and re-usable, it is a highly flexible and economical means of distribution. Many schools have already purchased video tape recorder-playback units, which are now available in the same price range as 16mm movie projectors.

Audio Visual Services Branch

By R. A. Morton

The activities of the Audio Visual Services Branch are grouped under three headings: **School Broadcasts**, **Visual Education** and **Curriculum Resources**. The production of regular radio and television programs for schools, the pro-

vision of a film library service and the dissemination of information concerning the most effective use of educational media are services which have been provided by the Branch for a number of years. The Curriculum Resources program was introduced in 1970 to assist the staff of the Curriculum Branch and other Department of Education personnel to implement curriculum change.

School Broadcast Services

Radio:

Two arrangements are maintained for the production and broadcast of curriculum-based radio programs to Alberta schools.

CBC arrangements - By agreement with the CBC all indirect production and broadcast costs are absorbed by the corporation while the Branch pays the direct costs of scripting and performing. Programs are produced both independently by the Branch and jointly with the three other western provinces. Other programs are produced by the CBC nationally, in consultation with all provinces through the Joint Programming Committee, a sub-committee of the Council of Ministers of Education.

The CBC radio programs were heard at 2:03 p.m. every school day from mid-October to the end of May over CBX, Edmonton and CBR, Calgary.

CKUA arrangements - The Branch rents the production facilities of CKUA in order to produce fifteen minute programs which are then broadcast by that station from October to April at 11:00 a.m. each school day. Each teacher intending to use a radio series registers his classes with the Branch. Based on these registrations, the average Alberta student listened to 13.1 Department of Education radio programs during 1969-70, up from 11.5 in 1968-69. Total registered participating audiences (total audience for all radio programs added together) for 1969-70 was 13,161 classrooms (approximately 394,830 students) as compared to 12,558 classrooms (approximately 376,740 students) for 1968-69. This represents an increase of 5%. These figures do not include the audience in unregistered classrooms, and a large home audience.

Television:

By agreement with the CBC, all indirect production and broadcast costs are absorbed by the Corporation while the Branch pays direct expenses for such things as performance fees, scripts and special materials. Programs are produced both independently by the Branch and jointly with the other three western provinces.

Other programs are produced by the CBC nationally, in consultation with all provinces through The Joint Programming Committee, a sub-committee of The Council of Ministers.

The CBC school television broadcasts were viewed at 10:00 a.m. each school day from mid-October to the end of May, and were carried by the full Alberta CBC network.

Each teacher intending to use a television series is requested to register his classes with the Branch. Based on these classroom registrations, the average Alberta student viewed 7.6 Department of Education television programs in 1969-70, up from 5 in 1968-69. Total registered participating audience (total audience for all television programs added together) for 1969-70 was 14,653 classrooms (approximately 439,500 students) as compared to 10,894 classrooms (approximately 326,820 students) for 1968-69. This represents an increase of 35%. These figures do not include a large audience in unregistered classrooms and the even larger home viewing audience.

Tape Dubbing Library

The Branch catalogs all of its radio programs in an audio tape library and provides dubbed copies to those schools wishing to use the service. In addition, certain modern foreign language tapes are placed with the Branch by the Curriculum Department so that dubbed copies can be made available to individual schools. The dubbing center also provided copies of Grade XII foreign language final examinations for the Examination Branch and special services to the Correspondence Branch and to blind students. During 1969-70 the demand for tape service continued high with an average of 1,200 copies a month being dubbed.

Visual Education**Curriculum Materials Library:**

Films - an increase of 20% in requests for film indicates the increasing im-

portance of this service to schools. Further withdrawals of thirty year old films and a 10% increase in film prices placed additional pressure on our scarce resources. The Branch adopted a policy of purchasing at least three prints of each title in order to increase the percentage of filled requests, but this inevitably restricted the scope of titles. A policy decision was taken to concentrate future purchases in the areas of Social Studies, English and Science. During the year the Branch arranged three additional regional blocks where film is deposited for the use of a single system alone. This reduced the demand for the films remaining in our film catalog.

The Branch continued to promote the use of short film loops for selected curriculum areas. These items are priced to permit local purchase and no loan service is offered.

Filmstrips - Filmstrip producers agreed to deposit their inventory with the Branch and these filmstrips are being arranged into preview kits on specific curriculum topics for the various grade levels. This will facilitate effective evaluation and selective purchasing by schools. The filmstrip loan service previously offered was discontinued.

Instructional Materials and Consultant Services:

Teacher workshops and utilization sessions were increased during the year and an emphasis was placed on the importance of selecting specific media items to meet specified learning objectives. This concentration on effective educational use of media has meant that the Branch no longer offers workshops in basic equipment operation, a service now being undertaken by local A-V coordinators.

A new service was offered to Boards in the form of a total survey of media facilities together with recommendations and costing of future developments. Ten School Boards were surveyed and there was increasing research into the feasibility of establishing co-operative regional Resource Centers. The continued growth of Instructional Materials Centers enabled Branch staff to work more closely with local A-V specialists.

Videotape Dubbing Center:

This new service was instituted for rural schools in January 1970 and by the

end of the year there were 150 videotape recorders in schools and there was a strong demand from schools for copies of the 300 programs offered by the Dubbing Center. 1971 will see an increased number of recorders and an expanded center offering to 600 programs. Two-hundred of these programs are televised versions of 16mm film which the Branch is distributing on videotape after having negotiated dubbing rights. This has been the most significant development in making available high quality programs to the rural schools.

Curriculum Resources:

The Minister's ETV Policy Statement in March provided for the conclusion of the Alberta Pilot Projects for Television and the integration of certain services into the structure of the Audio Visual Services Branch. The new Curriculum Resources section will work with Consultants, Supervisors, and Superintendents to improve curriculum development and implementation through the use of media. A co-ordinator has been appointed and the section will be fully operational from September 1970. Most of the media material to be produced will be in the form of videotapes showing demonstrations, and examples of the curriculum in action.

Publications

Visual Education Service:

Catalogs and descriptive lists were prepared for all items which are available to schools from the Branch, i.e. films, filmstrips, slides, audio and videotapes. Completely new editions of the catalogs are issued every two years. They are updated annually by means of supplementary lists of new materials added to the resources of the Branch. A regular news publication, Signpost, was published three times during the year and distributed to A-V co-ordinators and principals throughout the Province.

School Broadcasts Service:

22,000 Television Calendars and 21,000 Radio Calendars listing all the School Broadcasts programs were distributed to teachers in Alberta. 6,000 Teacher Television Guides and 4,800 Teacher Radio Guides were sent out on order. These Guides outline the content of the scheduled programs and suggest follow-up activities for classroom use. Excluding the Calendars and Guides, 175,000 other booklets were sent out as classroom support materials at the request of teachers.

Catalogs:

A Videotape Dubbing Center Catalog listing 300 titles available from the master tapes of the Branch was printed and issued to schools using the service. There was a sharp rise in the number of schools using this new service, necessitating a reprinting of the catalog within three months. Because of the rapid acquisition of new material in this area it is not planned that this catalog will last the usual two years.

The Students' Assistance Board

C. G. Merkley - Chairman,

Financial assistance to students is of three main kinds:

- Awards to students in the form of grants, scholarships, prizes, bursaries and fellowships from the provincial government.
- Loans to students under Canada Student Loans.
- Loans to students under Province of Alberta Loans.

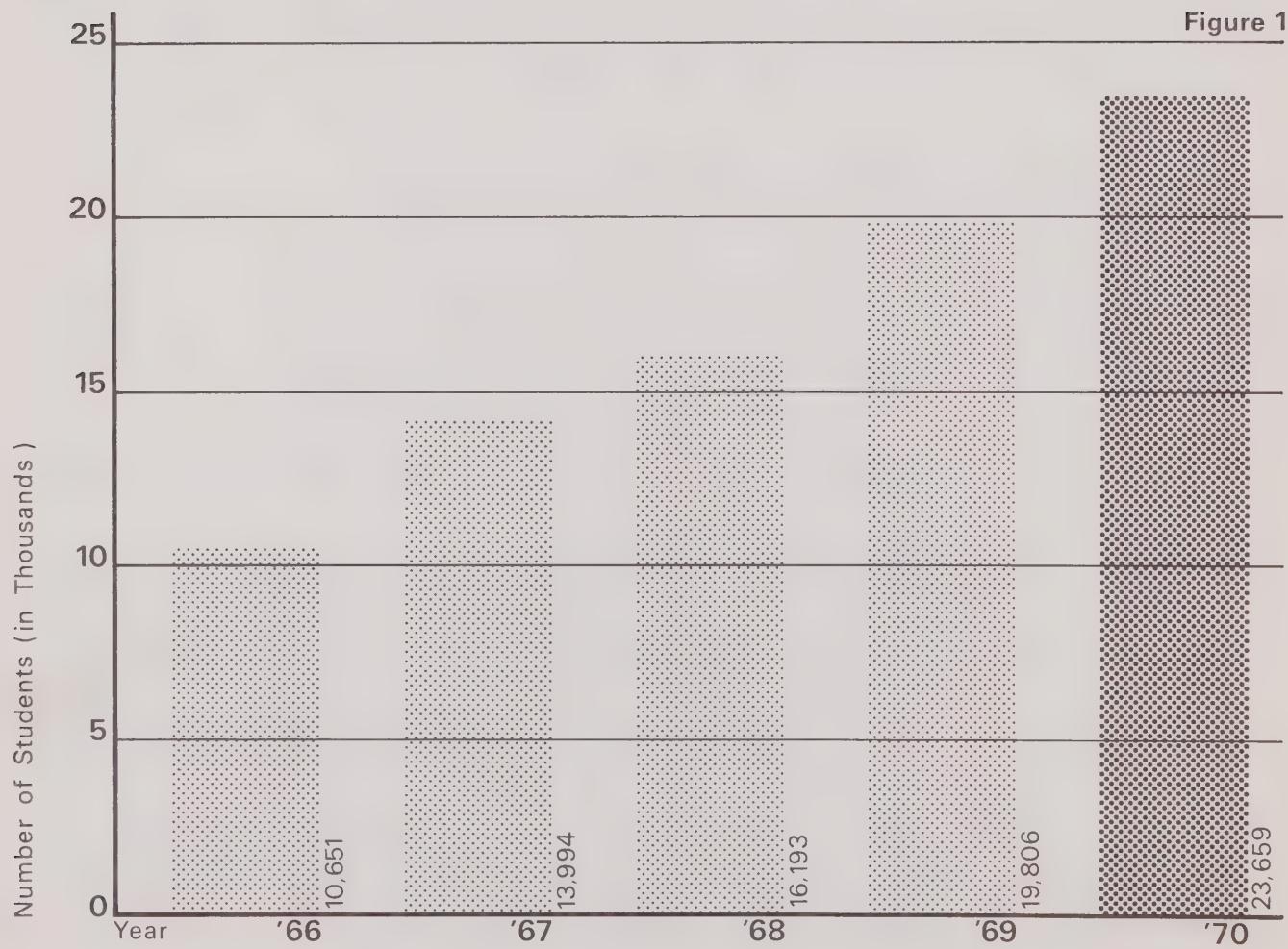
Assistance is available for students from high school through post-secondary study in university.

Figure 1 shows the remarkable growth in the number of students receiving assistance. In the four years, 1966 to 1970, the number receiving assistance rose 13,008 - a dramatic 222 percent increase. The rapid growth of financial assistance is further demonstrated by the fact that in 1970 the number of students receiving aid rose by 19 percent. Figure 2 shows the sharp increase in amounts of money awarded or loaned to students through Students' Assistance. In 1966 the total amount processed was \$5,758,517.33. By 1970 this had increased fourfold to \$20,165,229.29.

Alberta students have had an enviable record in repaying their student loans. In the past five years only \$24,418.59 (.0045 of loans made) has been judged uncollectable. 1,843 loans were in arrears at the end of 1970, but still considered collectable.

NUMBER OF STUDENTS
RECEIVING FINANCIAL ASSISTANCE 1966 – 1970

Figure 1.



AMOUNT OF MONEY EXPENDED ON STUDENT ASSISTANCE 1966 - 1970





Administration

Division of School Administration

L. G. Hall - Director

During the year 1969-70 the Division of School Administration gave attention to new legislation, pursuant regulations, school buildings, financial support, operational expenditures, and consultative services to school boards. In September, Mr. Albert Wetter retired after a long period of active service in the Division. His colleagues and school boards throughout the province will miss him.

Mr. W. L. Hill assumed the duties of finance analyst in his current position of Field Administrative Officer. Mrs. Alberta Peddicord serves as Accountant, particularly in matters related to debenture issues.

The rewriting of The School Act was completed during the year through the assistance of Mr. Bryant Stringham whose comments on new legislation are included in this report.

Members of the Division participated in the study of the financial implications of the School Foundation Program Fund and proposed revisions of it.

New, legislation and financial operation have increased the need for communication between the Department and school authorities. Consequently, a reorganization of this division has taken place with Mr. Stringham assuming the position of Director of Legislation and Filed Administration.

Changes in School Organization

Establishments:

Seven public school and four separate school districts were established during the year.

Inclusions:

The Lodgepole School District was included in the County of Parkland No. 31.

Change of Name:

This was effected for the following school jurisdictions:

Fox Creek S.D. No. 4120 to Fox Ridge No. 4120

Iosegun S.D. No. 5093 to Fox Creek No. 5093

Edson School Division No. 12 to Yellowhead School Division No. 12.

Dissolutions:

The Regional High School district of Edson-Stony Plain was dissolved. One Roman Catholic separate school was dissolved and the territories included in the neighboring divisions. Five other school districts were dissolved and the lands added to one existing school district.

A report on school construction was presented by a consulting firm retained by the government to conduct a study on the cost of buildings. The study analyzed the cost of building components, emphasized the significance of design, and proposed support prices per square foot for school buildings.

School Buildings Board Membership in 1969 remained as it had been since an Order in Council of 1966 appointed the following:
L. G. Hall, Department of Education, Chairman
J. M. Currie, Treasury Department, Member (Vice-chairman)
J. S. Hrabi, Department of Education, Member
G. D. Menzies, Department of Public Works, Member
J. H. Blockside, Co-ordinator, School Buildings Board, Member
L. S. Grant remained as Secretary.

In 1969, there were 44 meetings of the Board. During the year, the Board declared \$28,681,579 of tendered costs of schools plus special allowances to be eligible for support, as against \$42,679,765 in 1968. Also 1,312,474 square feet of new construction was recognized, as against 1,852,640 square feet in the previous year. These figures deal with operation within the calendar year only: most projects extend beyond this period from commencement to completion and are dealt with in their entirety in the report of the School Buildings Branch. (See Statistical Appendix, Table N.)

No revision of the **Regulations Pursuant to the School Buildings Act** occurred in 1969. These remained in force until May, 1970, when a new set of School Building Regulations were approved.

Legislation by Mr. B. L. Stringham, Director of Legislation and Field Administration
Three new pieces of school legislation went into effect in Alberta as the 1969-70 school year ended. Both the new School Act and the new Department of

Education Act became effective on August 1, and the new School Elections Act has been in force since April 15.

The new School Act, which resulted from the deliberations of a special re-writing committee as well as from conferences, public dialogue and legislative hearings, was revamped to accomplish three main purposes:

“to provide school systems in which every Alberta pupil may develop his unique potential.”

“to provide a legal structure for the Alberta educational system that is adaptable to changing conditions.”

“to provide greater opportunity for people to become involved in education.” The new Department of Education Act updates the old Act and repeals the School Grants Act.

Report of the Personnel Officer

D. B. Pinckston

During this year much emphasis and effort have been placed on the personnel documentation process. The two technical institutes, the Northern and Southern Institutes of Technology, were authorized to work directly with the Central Personnel Administration Office rather than through the Department Personnel Office.

The Department of Education Personnel Office continues to offer service, under authority of the Public Services Act, to all branches, exclusive of the Technical Institutes, in areas of classification, selection, counselling and regulation administration. This consultative service has expanded through restructuring of the personnel office and the addition of a second professional position.

The Department's personnel function has become more independent of the Central Personnel Administration Office due to changes in the personnel selection format and changes in staff development leave policy. These developments have moved the decision making process closer to the source thus improving the service to the Department.

The following table shows a total of 1,967 employees and 2,276 positions in the Department.

Name	Appropriation	Filled	Positions		Total
			Vacant		
Minister's Office	1301	2			2
General Administration	1302	57	3		60
Students Assistance	1308	43	13		56
School Administration	1315	25	1		26
Supervision of Schools	1321	95	9		104
Guidance	1322	3	1		4
Registrar	1323	14	1		15
Special Education	1325	6			6
Bowden Institute	1326	5	3		8
Correspondence School	1331	149	35		184
School for the Deaf	1332	83	12		95
Curriculum	1341	13	1		14
Audio Visual Services	1342	22	3		25
Educational Television					
Consultant	1343	1			1
Operational Research	1344	12	3		15
Communications	1345	4			4
Examinations	1351	39	2		41
S.A.I.T.	1355	591	80		671
N.A.I.T.	1356	616	97		713
Vocational Education	1362	30	9		39
Alta. Petroleum Industry					
Training Centre	1364	2	5		7
A.V.C., Edmonton	1365	33	3		36
A.V.C., Calgary	1367	29	4		33
A.V.C., Ft. McMurray	1369	40	20		60
A.V.C., Commercial	1372	7	1		8
School Book Branch	5004	46	5		51
Totals		1,967	309		2,276

**Figures up to and including June 30, 1970



Statistical Appendix

Statistical Appendix

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- B1 to B7 NAIT Programs and Average Salaries of Graduates
- C1 to C9 SAIT Programs and Average Salaries of Graduates
- D Field Services Staff Changes
- E Correspondence School Statistics
- F Special Programs
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- K Enrolments by Course (High School Academic Subjects)
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The detailed financial statements and tables of individual school jurisdictions, including revenues, expenditure and borrowings, are available on request from: Communications Branch, 604 Administration Building.

Table A

Technical And Vocational Training

Vocational Training For Adults:

Alberta Vocational Center, Edmonton

(Academic Upgrading, Nursing Orderly and Industrial English programs)

Enrolment	1,061
Student days of Training	132,283

Alberta Vocational Center (Commercial) Edmonton

Continuous enrolment	75
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Alberta Vocational Center, Calgary

(Academic Upgrading, Business Education and Industrial English programs)

Enrolment	1,168
Student days of Training	77,380

Alberta Vocational Center, Ft. McMurray

Enrolment	414
Student days of Training	21,112

Nursing Aide Training

Enrolment	858
Student days of Training	98,443

Alberta Petroleum Industry Training Center, Edmonton

Enrolment	168	(pre-employment)
Student days of Training	3,152	
Enrolment	787	(up-grading)
Student days of Training	3,935	

Occupational Training of Adults Agreement

Manpower contracted for 3,744 training spaces involving a total of 375,890 training days, for General Purchase. There were 8,425 places involving 315,509 training days for Apprenticeship Purchase.

Vocational Rehabilitation of Disabled Persons Agreement

Enrolment	374
Student days of Training	36,266

Phase-out of the Technical and Vocational Training Agreement

This program is now reaching completion, with approximately \$250,000 remaining to be claimed from the total allotment of \$79,203,200 from the Federal Government.

The Alberta Vocational Training Program

Enrolment	2,914
Student days of Training	119,371

Of these, 109 received training allowances only, for they were eligible for costs of training from Canada Manpower.

Table A2
Statistics
Canada Manpower O.T.A. Training Purchase

Part I - General Purchase

Institution	No. of students admitted to training	No. of possible student days of training
Alberta Petroleum Industry Training Centre	164	3,084
Nursing Aides	273	35,070
Agricultural and Vocational Colleges	203	11,253
Alberta Vocational Centers	2,671	180,147
Institutes	267	32,182
Other	166	7,177
Training of students enrolled in previous year	Nil	106,977
Total	3,744	375,890

Part II - Apprentice Purchase

Institutes, Agricultural and Vocational Colleges, and Lethbridge Junior College	<u>8,425</u>	<u>315,509</u>
Grand Total	12,169	691,399

Table A3 Statistics

Alberta Vocational Training Programs

Part I - According to Type of Institution Attended

Institution	No. of students admitted to training	No. of possible student days of training
Alberta Vocational Centres	428	40,001
Technical Institutes	82	10,271
Junior Colleges	106	10,241
Agricultural Colleges	52	4,772
Private Schools	491	43,936
Others	1,755	10,150
TOTAL	<u>2,914</u>	<u>119,371</u>

Part II - According to Nature of Referral

	No. of students	No. of Student Training Days
Alberta Vocational Training	2,454	71,175
Rehabilitation	374	36,266
A.R.D.A.	86	11,930
TOTAL	<u>2,914</u>	<u>119,371</u>

Table B1
Northern Alberta Institute of Technology

N.A.I.T.

Extension Division - Programs & Enrolments
June, 1969 to June, 1970

Program	Enrolment	Program	Enrolment	Program	Enrolment	Program	Enrolment
AC Fundamentals and Lab	21	Basic Graphics I	38	Chartered Institute of Secretaries Part I	9	Family Finance	24
Accounting BA 110	146	Basic Instrumentation Course	31	Clinical Chemistry	14	Field Work	12
Accounting BA 111	45	Basic Metallurgy	16	Cobol Programming I	33	Fire Science Technology Math Part I	21
Accounting BA 112	32	Basic Medical Terminology	36	Commercial Woodfinishing	38	First Class Journeyman to "B" Pressure	50
Accounting BA 120	107	Basic Pattern Drafting and Sewing S-1	82	Common Control Switching	17	First Class Journeyman to "B" Pressure	
Accounting BA 121	22	Basic Salesmanship	37	Computer Applications in Civil Technology	11	Extension Division Day Course	23
Administrative Controls	73	Basic Technical Mathematics	12	Construction Electrical Upgrading	34	Gas Analysis	9
Advanced and Basic Glassblowing	9	Basic Telephony	32	Continental Cookery	41	Gas Chromatography	10
Advanced Black and White Photography	25	Basic Tradesmen's Mathematics	36	Credits and Collections	12	Gas Controls Basic	18
Advanced Color Photography	23	Basic Transistors	20	Credits and Collections	72	Gas Plant Processes	9
Advanced Course for Supervisors & Jr. Managers	10	Beauty Culture Upgrading	16	Custodial Training School	67	Gas Processing Plant Operations Correspondence Course	
Advanced Dressmaking S-6	31	Beginners Oxy-Acetylene Welding	63	DC Fundamentals and Lab.	32	Gasfitting - Upgrading	41
Advanced Metallurgy	8	Biochemistry	8	Dental Assisting	19	Haematology	17
Advanced Pattern Drafting and Sewing S-3	21	Black and White Print Control	22	Design and Color	14	Heat & Basic Electricity 21 P	9
Advanced Selling and Sales Management	45	Boiler Controls (Advanced)	11	Diesel Fuel Injection and Diesel Engine Testing	17	Heat Engines (Power Engineering)	7
Advertising	14	Brake Servicing and Analysis	9	Digital Computer Fundamentals	32	Heating, Air Conditioning, Ventilating, Plumbing Drafting	
Air Conditioning I	19	Building Construction Technologist Programme		Direct Distance Dialing	10	Heavy Duty Equipment Hydraulics	6
Air Conditioning II	10	Term 1	36	Downhand Pipe Welding	32	Heterocyclic Organic Chemistry Theory	15
Alternator Charging Systems	41	Term 2	20	Drawing	32	Hoisting & Rigging	5
Aluminum Welding - T.I.G. & M.I.G.	17	Term 3	14	Drywall Taping and Finishing	24	Hydraulics	12
Amateur Radio (Basic)	18	Term 4	12	E.A.A. Welding	11	Income Tax Procedures in Business	9
Architectural Design I	8	Term 5	14	Educational Television Laboratory	31	Industrial Electronics Components and Lab.	19
Architectural Design II	9	Business Administration		Effective Communications Part I		Industrial Hydraulics	10
Architectural Detailing I	9	Block 1	62	(Fire Science Technology)		Industrial Measurements I	11
Architectural Detailing II	12	Block 2	31	Effective Communications Part II		Industrial Measurements II	18
Architectural Detailing IV	5	Block 3	39	(Fire Science Technology)		Infrared Spectrophotometry	14
Architectural Graphics I	12	Block 4	22	Effective Construction Supervision		Interior Decoration	11
Architectural Graphics II	8	Block 5	31	Effective Speaking		Intermediate Dressmaking S-5	135
Architectural Graphics V	7	Block 6	25	Effective Supervision in Construction		Intermediate Pattern Drafting and Sewing S-2	25
Architectural Presentation Techniques I	9	Block 7	25	Effective Supervision in Communications		Intermediate Tradesmen's Math	94
Art Sheet Metal	14	Block 9	46	Electric Welding	121	Intermediate Typing	25
ASME Codes & Design of Boilers & Pressure Vessels	16	Block 11	19	Electric Welding Modified	9	Interprovincial Pipe Line Course	63
Automatic Transmission - Aluminum Torqueflite	25	Block 12	26	Electrical Construction Estimating	15	Introduction to Blueprint Reading	31
Automatic Transmission - Ford Aluminum C-4	10	Business Machines	32	Electrical Seminar for Vocational Teachers	10	Introduction to Building Construction Estimating	15
Barbering & Hair Styling	7	C.A.E.D. Parts Managers	14	Electricity I	14	Introduction to Commercial Signwriting	9
Basic Cake Decorating with Piping Tube	33	C.A.E.D. Service Managers	10	Electricity II	24	Introduction to Computers	128
Basic Color Photography	15	Camera Control	38	Electricity & Magnetism P.Eng.	14	Introduction to Fortran for Commercial Use	40
Basic Diesel Mechanics	16	Canadian Institute of Traffic & Transportation Yr. I	11	Electronic Control Instruments	17	Introduction to Organic Chemistry	22
Basic Digital Computer Theory and Lab.	15	Canadian Institute of Traffic & Transportation Yr. II	7	Electronic Test Instruments	8	Introduction to the Slide Rule	22
Basic Dressmaking S-4	89	Car Operators General Knowledge Course		Electronics I and Lab.	37	Keypunch	64
Basic Electronics	27	(Ladies Only)	46	Engineering Economics & English Part IV	17	Klondike Sewing	29
Basic Financial Controls	10	Carpentry Upgrading	17	English 30	12		
Basic Glassblowing	11	Chemistry P.Eng.	9	Estimating for Painters and Decorators	9		

Table B 1 (Continued)**N.A.I.T.**

Program	Enrolment	Program	Enrolment
Landscape Composition	15	Public Relations I	34
Life Drawing I	8	Public Relations II	10
Low Hydrogen F4	41	Pulse Theory & Lab	11
Machine Drafting I	6	Purchasing	45
Machine Drafting II	16	R.T. (C.S.L.T.) Revision Course	13
Machine Shop I	20	Radio Writing	10
Machine Shop III	7	Rapid Reading 45E	115
Management Accounting Seminar	8	Real Estate	42
Mathematics for the Electrical Trades	26	Refrigeration I	25
Mechanical Estimating	11	Refrigeration II	8
Mechanics of Fluids, P.Eng.	6	Reinforced Concrete Design I & II	8
Microbiology-Serology	15	Respiratory Technology Year II	25
M.I.G. Welding	27	Retail Selling	28
Millwrights I	14	Sculpture & Clay Modelling	26
Millwrights II	22	Second Class to First Class Journeyman	54
Non-destructive Testing I	14	Social Services English	26
Normal Growth and Social Environment	31	Social Service Problems	45
Novelty Finishes	10	Social Services Resources	39
Operation of the Builders Level	33	Social Studies 30	8
Organic Analytic Chemistry	8	Soil Mechanics I	7
Organic Chemistry	10	Soil Mechanics II	7
Orifice & Valve Calculations	7	Solid State Course for High School Electronics Teachers	11
Ornamental Glassblowing	7	Solid State Theory & Lab	15
Oscilloscope Testing of Ignition Systems	44	Special Oil Well Boilers Operators Course	40
Pattern Development	10	Specifications, Contracts & Inspection Methods	8
Pattern Development & Blueprint Reading for Welders and Fitters	9	Spray Painting	7
Pattern Drafting S-1 A	11	Static Switching & Logic Circuits	8
Pattern Drafting and applied Dress Design S-7	9	Statics I	25
Personnel Management	29	Statics II	12
Photogrammetry I	14	Steamfitting - Upgrading	52
Photogrammetry II	21	Stenoscript	80
Pipeline Electrical Maintenance	16	Stoichiometry	17
Pitman Shorthand Beginners	26	Strength of Materials I	7
Pitman Shorthand Refresher	38	Strength of Materials II	5
Plastics Processing & Design	15	Strength of Materials P.Eng.	7
Plumbing Upgrading I	15	Structural Analysis	9
Plumbing Upgrading II	18	Supervisory Practices	65
Pneumatic Control Instruments	20	Survey Drafting	8
Powder Actuated Tools - Application and Safe Use	43	Survey Field Work	8
Power Course (Edmonton Telephones)	10	Surveying Theory	11
Power Engineering (Third Class)	25	Systems Analysis I	14
Pre-Test Tune-Up	233	Systems Analysis II	9
Pressure Vessels and Piping	5	Technical Math 10M	28
Principles of Legal Surveying	5	Technical Math 20M	15
Procedures in House Building	14	Technical Math 40M	10
Production Technology	25	Technical Math 50M	13
Programming	11	Technical Math 51M	28
Psychology of Learning Applied to Technical Institute Teaching	20	Technical Math 60M	55
		Technical Math 70M	25

Table B 1 (Continued)

Program	Enrolment	Program	Enrolment
Technical Math 80M	23	Upgrading Shop Practices, Theory & Pattern Development	8
Technical Writing 40E	28	Visual Communications	21
Technical Writing 50E	16	Welding Seminar for Engineers	24
Technical Writing 60E	7	Welding Seminar for Engineers - Inspection and Testing Section	25
Television Theory - Color and Lab.	22	Welfare Practices I	38
Television Writing	11	Wheel Alignment & Frame Analysis	14
T.I.G. Welding	44	Window Display Techniques	21
T.I.G. Welding Extension Division Day Course	4	Woodwork Projects	24
Topographic Drafting I	17	Woodwork Projects II	30
Topographic Drafting II	10	Work Study Analysis	43
Travel Advisor	61		
T.V. Theory and Lab.	21		
Typing Basic	166		
Unit Operations II	7		
University Preparation Course	16		
		TOTAL	7,312

Table B2**Business Education and Vocational Division****Programs & Enrolments****June, 1969 to June, 1970**

Program	Enrolments	Program	Enrolments
Banker - Teller Training	26	Host-Hostess Program	16
Banking and Financial Management	33	Marketing Administration	162
Business Administration	289	Meatcutting and Butchering	29
Commercial Baking	12	Medical Record Librarian	55
Commercial Cooking	49	Office Machine Technician	13
Computer Systems Technology	116	Secretarial Technology	116
Dietary Technology	42	Sewing	101
Dietary Technology Plan B	11		
		TOTAL	1,070

Table B3**Industrial Division****Programs & Enrolments****June, 1969 to June, 1970**

Program	Enrolments	Program	Enrolments
Air Conditioning & Refrigeration Technology	30	Industrial Production Technology	41
Building Construction Technology	40	Millwork and Carpentry	10
Commercial Signwriting	13	Telecommunications Technology	117
Electrical Technology	63	Welding	25
Forest Technology	68		
Heavy Duty Equipment Technology	51		
		TOTAL	458

Table B4

Technology Division - Programs & Enrolments
June, 1969 to June, 1970

Program	Enrolments	Program	Enrolments
Adult Pre-Technology	69	Instrumentation Technology	67
Architectural Technology	94	Materials Technology	20
Biological Sciences Technology	78	Medical Laboratory Technology	70
Chemical Technology	105	Medical X-Ray Technology	68
Civil Technology	105	Photographic Technology	56
Dental Assisting	44	Plastics Technology	23
Dental Laboratory Technology	41	Radio and Television Arts	56
Drafting Technology	110	Radio and Television Service Technician	24
Electronics Technology	267	Respiratory Technology	44
Exploration Technology	115	Social Services Technology	84
Food Technology	13	Surveying Technology	31
Gas Technology	64		
		TOTAL	1,648

Table B5

Apprenticeship Division - Programs & Enrolments
June, 1969 to June, 1970

Program	Enrolment	Program	Enrolment
Auto Body Mechanic	179	Motor Mechanic	568
Baker	22	Painting and Decorating	104
Bricklayer	77	Partsman	83
Carpenter	272	Plastering	24
Cook	36	Pipe Trades	332
Communications Electrician	228	Plumber	182
Construction Electrician	875	Pre-First General	21
Electrical Power	83	Pre-First Mathematics	58
Floorcovering Mechanic	46	Radio Technician	70
Gasfitter	48	Roofer	71
Heavy Duty Mechanic	159	Sheet Metal	326
Instrument Mechanic	22	Steamfitter	101
Lather	50	Tilesetter	25
Machinist	159	Welder	434
Motor Mechanic and Heavy Duty	216		
		TOTAL	4,871

Table B6**N.A.I.T.**

Barbering, Beauty Culture and AVC Secretarial Enrolments
June, 1969 to June, 1970

Program	Enrolment	Program	Enrolment
Beauty Culture	57	Alberta Vocational Center	
Barbering	20		
			TOTAL
			400
			477

Table B7

Average Student Starting Salaries:

	1969	1970		1969	1970
Architectural Technology	\$463.21	\$ —	Exploration Technology	539.14	547.00
Banking and Finance	376.74	—	Gas Technology	537.53	590.00
Biological Sciences Technology	440.50	477.00	Heavy Duty Technology	527.53	545.00
Business Administration	468.20	510.00	Industrial Production Technology	—	515.00
Chemical Technology	468.86	512.00	Instrumentation Technology	545.64	587.00
Civil Technology	499.93	517.00	Marketing Administration	443.85	485.00
Computer Technology	514.78	512.00	Materials Technology	458.74	510.00
Commercial Cooking	372.30	—	Secretarial Technology	323.17	330.00
Drafting Technology	471.82	455.00	Social Services Technology	460.70	—
Electrical Technology	500.61	575.00	Survey Technology	507.58	540.00
Electronics Technology	500.18	518.00	Telecommunications Technology	494.00	545.00

Table C1

Southern Alberta Institute of Technology

Table C1: Enrolments in Technology Day Programs

Program	Enrolment
Aeronautical Engineering Technology	67
Air Conditioning and Refrigeration Technology	12
Aircraft Maintenance Technology	52
Architectural Technology	108
Automotive Service Technology	44
Chemical Technology	102

Table C1 (Continued)

Program	Enrolment
Computer Technology	124
Dietary Service Technology	33
Drafting Technology	89
Electrical Technology	75
Electronic Technology	347
Industrial Engineering Technology	15
Mechanical Engineering Technology	33
Medical Laboratory Technology	43
Petroleum Technology	114
Power Engineering Technology	42
Structural Technology	50
Surveying Technology	37
TOTAL	1,387

Table C2: Enrolments in Applied Arts Day Programs

Program	Enrolment
Business Administration	221
Graphic Arts Administration	8
Hotel, Motel and Restaurant Administration	44
Journalism and Graphic Arts (1) Administration	39
Library Arts	23
Medical Records	30
Merchandising Administration	70
Secretarial Arts	55
Television, Stage and Radio Arts	36
TOTAL	526

Table C3: Enrolments in Alberta College of Art Day Programs

Program	Enrolment
Art	248
TOTAL	248

Table C4: Enrolments in Regular Trade Day Programs

Program	Enrolment
Commercial Baking	22
Commercial Cooking	44
Dining Room Service	12
Diesel Mechanics	48
Recreation Facility Maintenance	16
Sewing Crafts	156
Short Order and Specialty Cooking	24
Welding	29
TOTAL	351

Table C5: Enrolments in Extension Division**S.A.I.T.**

Total Enrolment	4,193
Total Student Hours	198,970
Total Instructor Hours	14,953
Number of Courses	174
Number of Classes	210
Certificates Issued	2,405
Percent of those eligible who obtained certificates	76%

Table C6: Enrolments in Correspondence Division

Power Engineering: First Class	68
Second Class	150
Third Class	264
Fourth Class	765
Automatic Controls for Power and Process	93
Practical Mathematics	486
Dietary Service	129
Sub-Total	1,955
Students carried over from previous years	846
TOTAL	2,801

Table C7: Enrolments in Apprentice Programs

Program	Enrolment
Appliance Serviceman	30
Auto Body Mechanic	125
Carpenter	324
Communication Electrician	253
Cook	33
Electrical	635
Electrical Mechanic	24
Glassworker	48
Heavy Duty Mechanic	145
Ironworker	50
Machinist	61
Motor Mechanic	548
Partsman	26
Plumber	378
Pre-Apprentice	78
Radio Technician	46
Refrigeration Mechanic	47
Sheet Metal Mechanic	253
Welder	376
TOTAL	3,480

Table C8: Comparative Total Enrolment**S.A.I.T.**

	1968-69	1969-70
DAY: Institute	2,320	2,325
Apprentice	3,254	3,562
EVENING:	4,709	4,007
CORRESPONDENCE:	2,465	2,801
TOTAL	12,748	12,695

Table C9: Average Starting Salary Received by Graduates

	1969	1970
Aeronautical Engineering	\$479.00	\$550.00
Air Conditioning and Refrigeration Technology	\$468.00	\$470.00
Aircraft Maintenance Technology	\$408.00	\$450.00
Architectural Technology	\$437.00	\$450.00
Automotive Service Technology	\$403.00	\$500.00
Broadcast Technology	\$488.00	\$400.00
Business Administration	\$437.00	\$516.00
Chemical Technology	\$502.00	\$536.00
Chemical Technology (Biochemistry)	\$454.00	\$525.00
Chemical Technology (Research)	\$507.00	\$503.00
Chemical Technology (Operations)	-	\$576.00
Computer Technology	\$490.00	\$525.00
Commercial Baking	-	\$433.00
Commercial Cooking	-	\$450.00
Drafting Technology	\$454.00	\$485.00
Electrical Technology	\$490.00	\$530.00
Electronic Technology	\$510.00	\$500.00
Graphic Arts Administration	\$467.00	-
Journalism Administration	\$337.00	\$375.00
Library Arts	\$384.00	\$376.00
Manufacturing Technology	\$456.00	\$525.00
Mechanical Design	\$474.00	\$545.00
Merchandising Administration	\$473.00	\$500.00
Petroleum Technology	\$539.00	\$541.00
Power Engineering Technology	\$578.00	\$640.00
Recreation Facility Technology	\$481.00	-
Secretarial Arts	\$299.00	\$360.00
Structural Technology	\$500.00	\$500.00
Surveying Technology	\$471.00	\$475.00
Telecommunication Technology	\$492.00	\$504.00
Television, Stage and Radio Arts	\$340.00	-

Table D Field Service Staff Changes

Field Service Changes

Mr. B. L. Stringham, Superintendent, County of Forty Mile has been promoted to Director of Legislation & Field Administration effective February 1, 1970.

Mr. J. Harder, Supervisor of Industrial Arts, on leave completing a doctoral program, has been appointed Inspector of High Schools for Industrial Education.

Mr. A. A. Day, Assistant Supervisor of Industrial Arts, has been promoted to the position of Supervisor of Industrial Arts.

Mr. Melvin R. Fenske who returned from the University of Oregon after two years of doctoral studies, has been appointed High School Inspector with headquarters in Grande Prairie.

Mr. L. W. Kunelius returned from a two year leave with the University of Alberta Project in Thailand. He returns to High School Inspection with headquarters in Calgary.

Mr. W. M. Cooper returned from two years service in St. Lucia to become Superintendent of Schools, Smoky Lake, with duties beginning August 11th, 1969. He was formerly Superintendent of Schools for the Biggin Hill School District, Cold Lake Air Base.

Mr. Rene Marrinier, formerly Principal of Schools, Leduc, returns to the superintendency after a lapse of eight years and will be stationed at Grande Prairie.

Mr. William Hunchak, School Principal, Stettler, has been appointed Superintendent of Schools for the County of St. Paul.

Mr. Lloyd E. Symyrozum, Principal of Schools, Viking, has been appointed as Superintendent of Schools for the East Smoky School Division.

Mr. H. E. Miller, formerly a principal in the County of Vermilion River, has been appointed Superintendent of Schools for the County of Flagstaff.

Mr. I. Goresky, formerly a Superintendent of Schools with the Department of Education was acting Superintendent for the County of Minburn #27 during the four month period beginning January 1st, 1970.

Dr. J. R. S. Hambly, formerly a Superintendent of Schools with the Department of Education was acting superintendent for the County of Wheatland #16 during the four month period beginning January 1st, 1970.

Leave of Absence

Mr. W. R. Duke has been granted a second year of education leave for doctoral studies at the University of Alberta.

Mr. J. A. Bacon, Superintendent of Schools, County of Smoky Lake, will pursue doctoral studies at the University of Alberta in School Administration.

Mr. N. J. Chamchuk, Superintendent of Schools, County of St. Paul, will begin doctoral studies at the University of Alberta in School Administration.

Mr. H. I. Hastings, Elementary Education Consultant, Zone 3, Edmonton, has been granted a year's leave of absence for doctoral studies at the University of Oregon.

Mr. H. C. Rhodes, Superintendent of Schools, Grande Prairie, will pursue graduate studies at the University of Oregon.

Mr. R. H. Cunningham has been granted educational leave to undertake duties with External Aide on the development of an education program in Thailand, sponsored by the University of Alberta.

Resignations

Dr. T. E. Giles has accepted an appointment as Associate Professor of Education, Faculty of Education, Administration Branch, University of Calgary.

Mr. P. M. Robinson, Superintendent-at-large has accepted a position with Northwest Territories.

Mr. R. M. Ward has served notice of his retirement at the end of December, 1969.

Mr. W. Bock resigned from the staff of superintendents at the end of August, 1969 to resume studies at the University of Alberta.

Death

The death of **Mr. M. G. Gault**, Superintendent of Schools, County of Minburn, on July 10th, 1969 was deeply regretted by his friends and associates. He had served the province as Superintendent in Athabasca and Minburn since 1954.

Transfers

Mr. L. R. Tolman has been transferred from Grande Prairie to Red Deer as High School Inspector for that zone.

Mr. M. S. Bruce returned from a year of post-graduate study at the University of Oregon to resume duties as Superintendent of Schools, County of Beaver.

Mr. John Ronjom, Superintendent of Schools, County of Flagstaff, has been transferred to Rocky Mountain House as Superintendent of the Rocky Mountain School Division.

Dr. R. H. Sabey secured his doctoral degree at the University of Oregon and, after two years of educational leave, has returned as Superintendent for the Westlock School Division.

Mr. P. J. Baker has been transferred from Rocky Mountain House to Foremost as Superintendent of the County of Forty Mile.

Mr. M. F. Thornton, Superintendent of Schools, East Smoky School Division, has been transferred to Grande Prairie as Elementary Education Consultant, specializing in language arts.

Table E: Correspondence School Branch

Table I: Enrolments in Correspondence Courses

	1968-69	1969-70
Elementary	492	344
Junior High	1,482	774
Senior High	15,506	17,323
TOTALS	17,480	18,441

Table II: Classification of Students: Comparative Figures

	1968-69	1969-70
Students in supervised centres (Grades I-VI)	250	125
Students in schools (Grades I-VI)	14	19
Students in schools (Grades VII-IX)	336	295
Students unable to attend school for medical reasons (all grades)	284	369
Students in correctional institutions (all grades)	511	534
Students in provinces other than Alberta (all grades)	297	281
Students in The Yukon and Northwest Territories (all grades)	142	282
Adults (Grades I-VI, 16 years of age or over)	90	38
Adults (Grades VII-XII, 18 years of age or over — not attending school)	7,268	7,388
Students who attended a senior high school in Alberta and supplemented their programs with one or more correspondence courses	6,434	9,419
Total number of students visited	332	
Number of invalids visited	53	
Number of special schools (including Hutterite Colonies and hospital schools)	15	
Number of hospitals (including mental hospitals) visited	4	
Number of correctional institutions visited	6	
Number of school division offices visited	14	
Library Services		
Circulation of leisure reading books for elementary grades	1,028	
Circulation of leisure reading and reference books for junior and senior high school grades	5,867	
Total	6,905	

Report on the 1969 Summer Session

The enrolment in the 1969 summer session was 1,715. Seventeen extra teachers were employed for the summer program. Of the students enroled, 978 completed one or two subjects and 38 completed all the required lessons, but decided not to write the final tests.

Table F

Special Programs

Kindergartens — Teacher-pupil ratio 1:20

Private Kindergartens Operating in the Province

June 30, 1969	215
June 30, 1970	232

Locations:

Edmonton	62	Other Cities	28
Calgary	91	Other Areas	51

Private Schools in Operation in the Province

1969-70	44	Private Schools offering instruction in Ukrainian	1
Private Schools operating part-time	4	Teachers employed by private schools	328
Private Schools offering instruction in German	3	Students enrolled in private schools	5,363

Miscellaneous Information (from Divisions, Counties and Independent Districts)

Number of Hutterite Schools	56	Number of Public Schools Enrolling Indian	
Enrolment	1,295	Reservation Children	
Number of Federally-operated Indian Schools	17	Number of Children	74
Number of rooms	115		3,014
Number of teachers	127		

Table G

Classes for the Mildly Retarded (Opportunity Classes)

53 School Authorities

Auspices	Number of Classes	Enrolment
Calgary Public Schools	52	575
Calgary Separate Schools	17	189
Calgary Total	69	764
Edmonton Public Schools	53	670
Edmonton Separate Schools	16	192
Edmonton Total	69	862
Total Large Cities	138	1626
Other	109	1278
FINAL TOTAL	247	2904

Table H
Classes For Children With Special Problems
Six School Authorities

		Classes	Enrolment
Hearing Handicapped	Calgary Public	6	48
	Edmonton Public	<u>7</u>	<u>54</u>
		13	
Visually Handicapped	Calgary Public	2	15
	Calgary Separate	1	5
	Edmonton Public	<u>2</u>	<u>19</u>
		5	
Learning Disabilities	Calgary Public	13	91
	Calgary Separate	10	86
	Edmonton Public	<u>35</u>	<u>314</u>
		58	
Institutional	Calgary Public	13	107
	Sturgeon Division	1	13
	Edmonton Public	<u>36</u>	<u>305</u>
	Edmonton Separate	<u>7</u>	<u>47</u>
		57	
Other	Calgary Public	5	27
	Calgary Separate	1	12
	Lethbridge	1	10
	Edmonton Public	<u>14</u>	<u>110</u>
	Edmonton Separate	<u>3</u>	<u>20</u>
		24	
	Totals	157	1282

Table I
Classes for Moderately (Trainable) Retarded Children

	Classes	Enrolment
Calgary Public School Board	35	231
Local Associations		
Edmonton (Winnifred Stewart School)	65	392
Lethbridge (Dorothy Goode School)	9	56
Grande Prairie (Peace School of Hope)	10	54
Other*	<u>38</u>	<u>233</u>
TOTAL	122	735

* Includes eleven schools in the following locations:

Camrose, Drumheller, Falher, Grand Centre, Medicine Hat, Red Deer, St. Paul, Sherwood Park, Vegreville, Vermilion, Wetaskiwin.

Table J

The School Book Branch

The table below shows some important statistics for the fiscal year 1969-70:

	N.A.I.T.	S.A.I.T.
Gross Sales	\$301,759.65	\$239,899.60
Sale of Supplies	\$ 56,318.80	\$ 77,173.34
Sale of Books	\$245,440.85	\$162,726.26
Net Purchases	\$245,655.59	\$214,483.60
Operating Expenses	\$ 43,446.43	\$ 44,585.09
Operating Expenses Based on Sales	14.40%	18.58%
Operating Expenses Based on Cost of Sales	17.90%	23.11%
Inventory on Hand March 31, 1970	\$128,506.56	\$118,942.50
Books on Hand	\$114,625.68	\$ 82,163.75
Supplies on Hand	\$ 13,880.88	\$ 36,778.75
Freight Expenses	\$ 3,273.88	\$ 2,484.72
Net Profit (or loss)	\$ 9,770.08	(\$ 1,971.97)
Percent of Profit Based on Sales	4.02%	(loss) .82%

Table K
Enrolment In Academic Subjects (High School Grades)

SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL
Accounting 30	65	224	410	634	Economics 30	221	2,343	1,860	4,203	I. A. General 10	150	3,654	317	3,971	Needlework 10	8	3	94	97
Agriculture 10	2	42	1	43	Electricity 10	15	74	-	74	I. A. General 20	86	1,144	7	1,151	Occupations 10	103	1,551	1,068	2,619
Agriculture 20	1	14	-	14	Electricity 21	2	20	-	20	I. A. General 30	34	181	2	183	Office Practice 30	113	137	1,960	2,097
Agriculture 30	1	2	-	2	English 10	283	11,084	11,277	22,361	I. A. Graphic	21	-506	152	658	Physical Education 10	291	14,279	14,132	28,411
Art 10	155	2,857	2,946	5,803	English 20	273	8,474	8,463	16,937	I. A. Graphic	13	60	8	68	Physical Education 10A	88	422	293	715
Art 20	83	710	773	1,483	English 30	272	9,346	8,441	17,787	I. A. Graphic	20	-	-	-	Physical Education 20	208	4,265	2,714	6,979
Art 30	52	234	339	573	English 13	117	254	281	535	I. A. Graphic	13	-	-	-	Physical Education 30	57	777	357	1,134
Art 21	23	138	159	297	English 23	188	4,309	3,604	7,913	I. A. Graphic	5	42	-	42	Physics 10	291	9,876	3,922	13,798
Art 31	14	30	42	72	English 33	214	3,603	3,641	7,244	I. A. Graphic	20	822	47	869	Physics 20	273	7,630	2,900	10,530
Arts and Crafts 10	7	56	110	166	Fabrics and Dress 10	152	11	4,180	4,191	I. A. Materials 10	32	205	11	216	Physics 30 Exp.	1	45	9	54
Arts and Crafts 20	7	15	24	39	Fabrics and Dress 20	106	3	1,395	1,398	I. A. Materials 20	20	-	-	-	Physics 30X (P.S.S.C.)	35	780	134	914
Arts and Crafts 30	3	4	7	11	Fabrics and Dress 30	63	1	451	452	I. A. Materials 30	5	41	1	42	Physics 36	32	83	10	93
Automotives 10	11	104	2	106	Foods and Nutrition 10	118	377	2,447	2,824	I. A. Power Mechanics 10	24	701	5	706	Psychology 20	215	3,642	4,674	8,316
Automotives 20	4	36	-	36	Foods and Nutrition 20	60	26	582	608	I. A. Power Mechanics 20	11	169	-	169	Reading 10	132	2,526	1,912	4,438
Automotives 30	1	17	-	17	Foods and Nutrition 30	24	5	150	155	I. A. Power Mechanics 30	4	43	-	43	Recordkeeping 10	76	674	857	1,531
Automotives 21	4	39	-	39	French 10	264	5,856	7,122	12,978	Language 21	54	685	951	1,636	Russian 30	2	3	1	4
Biology 10	280	9,151	10,897	20,048	French 20	255	3,807	5,417	9,224	Latin 10	10	90	78	168	Science 11	231	3,639	4,661	8,300
Biology 20	255	5,563	8,058	13,621	French 30 (Old)	214	1,824	3,299	5,123	Latin 20	13	68	61	129	Science 14	17	679	613	1,292
Biology 30	262	4,213	6,641	10,854	French 30 (New)	106	1,204	2,235	3,439	Latin 30	15	60	72	132	Science 15	14	434	233	667
Biology 30 Exp.	10	42	85	127	French 36	26	30	61	91	Latin 30 Exp.	1	2	-	2	Shorthand 10	103	38	1,930	1,968
Biology 36	78	123	130	253	French 36	26	-	-	-	Law 20	163	2,666	1,909	4,575	Shorthand 10	81	5	966	971
Bookkeeping 10	238	3,364	5,045	8,409	French 11	46	927	1,643	2,570	Literature 11	67	1,093	1,272	2,365	Literature 21	207	4,617	5,546	10,163
Bookkeeping 20	172	824	1,818	2,642	French 21	27	336	589	925	Mathematics 10	299	11,385	10,260	21,645	Shorthand 30	57	-	558	558
Business Fundamentals 10	131	1,704	1,751	3,455	French 31	10	36	110	146	Mathematics 20	284	9,363	7,919	17,282	Shorthand 21	6	8	80	88
Business Machines 22	21	67	243	310	Geography 20	166	1,904	1,161	3,065	Mathematics 30	269	7,370	5,714	13,084	Shorthand 31	37	30	542	572
Business Machines 30	83	563	2,136	2,699	Geology 10	2	28	3	31	Mathematics 30 Exp.	9	128	120	248	Social Studies 10	297	14,898	14,810	29,708
Bus. Organiz. & Man. 30	52	413	578	991	Geology 20	2	2	-	2	Mathematics 36	43	65	37	102	Social Studies 20	284	9,485	9,232	18,717
Business Seminar 30	1	1	-	1	German 10	44	594	563	1,157	Mathematics 31 (Calculus)	171	3,268	838	4,106	Social Studies 30	270	7,468	7,589	15,057
Chemistry 10	298	10,690	9,938	20,628	German 20	33	258	304	562	Mathematics 31	10	85	16	101	Social Studies 36	225	1,294	949	2,243
Chemistry 20	284	8,209	7,418	15,627	German 30	31	186	261	447	(Matrices)	1	13	1	14	Sociology 20	212	3,656	4,087	7,743
Chemistry 30	144	2,614	2,298	4,912	German 36	2	1	2	3	Mathematics 31 Exp.	1	17	5	22	Spanish 30	1	1	1	2
Chemistry 30X (Chem. Study)	162	3,579	3,031	6,610	Health & Personal Development 10	83	729	806	1,535	Mathematics 31-36	12	-	-	-	Spanish 36	1	-	1	1
Chemistry 30X Exp.	2	35	21	56	Home Economics 10	63	19	713	732	Mathematics 11	112	1,011	2,166	3,177	Typewriting 10	285	8,753	13,328	22,081
Chemistry 36	37	57	38	95	Home Economics 11	8	75	18	93	Mathematics 21	149	1,104	1,723	2,827	Typewriting 20	248	1,544	6,362	7,906
Child Care & Home Nursing 10	6	2	117	119	Home Economics 21	51	54	500	554	Mathematics 14	19	935	743	1,678	Typewriting 30	196	409	3,138	3,547
Clerical Practice 20	116	345	2,219	2,564	Home Economics Crafts 10	10	-	161	161	Merchandising 20	71	630	1,052	1,682	Ukrainian 10	15	176	174	350
Clothing Selection & Design 20	3	-	40	40	Homes & Home Furn. 20	10	-	192	192	Merchandising 30	20	95	153	248	Ukrainian 20	15	82	90	172
Drafting 10	67	1,260	95	1,355	Hungarian 15	4	8	18	26	Music 10	67	390	839	1,229	Ukrainian 30	9	38	60	98
Drafting 20	22	359	6	365	Hungarian 25	3	5	5	10	Music 20	39	108	291	399	Ukrainian 36	2	2	-	2
Dramatics 10	117	1,408	1,906	3,314	Hungarian 35	4	7	6	13	Music 30	26	48	115	163	Woodwork 10	6	205	-	205
Dramatics 20	68	397	532	929	I. A. Electronics 10	27	600	1	601	Music 11	75	926	568	1,494	Woodwork 21	3	30	-	30
Dramatics 30	37	140	185	325	I. A. Electronics 20	10	122	-	122	Music 21	70	460	287	747					
					I. A. Electronics 30	4	20	-	20	Music 31	45	208	149	357					

Table L

Enrolment In Vocational Subjects (High School Grades)

SUBJECT	No. of Schools				SUBJECT	No. of Schools				SUBJECT	No. of Schools			
	Male	Female	TOTAL	Male		Male	Female	TOTAL	Male		Male	Female	TOTAL	
Agricultural Mechanics 22	5	31	-	31	Drafting 35	3	10	-	10	Mathematics 25	47	438	418	856
Agricultural Mechanics 32	3	14	-	14	Dressmaking 12	1	-	13	13	Mathematics 23	1	1	-	1
Appliance Servicing 12	4	43	-	43	Dry Cleaning 12	3	40	14	54	Mining 12	1	1	-	1
Appliance Servicing 22	1	6	-	6	Dry Cleaning 22	1	3	4	7	Performing Arts 12	2	19	20	39
Appliance Servicing 32	1	7	-	7	Electricity 12	38	1,028	4	1,032	Performing Arts 22	2	15	16	31
Auto Body 12	15	119	-	119	Electricity 22	22	117	-	117	Performing Arts 32	2	10	11	21
Auto Body 22	7	30	-	30	Electricity 32	14	79	-	79	Physics 22	49	714	25	739
Auto Body 32	3	20	-	20	Electricity 15	3	36	-	36	Physics 32	37	459	7	466
Auto Body 15	2	19	-	19	Electricity 25	2	24	-	24	Pipetrades 12	8	161	-	161
Automotives 12	41	1,357	11	1,368	Electricity 35	2	22	-	22	Pipetrades 22	5	62	-	62
Automotives 22	33	505	2	507	Electronics 22	23	249	-	249	Pipetrades 32	3	18	-	18
Automotives 32	24	268	-	268	Electronics 32	24	233	-	233	Plastics 12	1	10	-	10
Automotives 15	6	136	-	136	Executive Housekeeping 12	2	-	40	40	Plastics 22	1	7	-	7
Automotives 25	5	66	-	66	Food Preparation 12	16	227	93	320	Plastics 15	1	2	-	2
Automotives 35	3	46	-	46	Food Preparation 22	12	84	31	115	Practical Nursing 12	2	1	18	19
Beauty Culture 12	25	8	521	529	Food Preparation 32	11	57	17	74	Sewing and Design 15	3	-	38	38
Beauty Culture 22	21	5	255	260	Forestry 12	2	28	-	28	Sewing and Design 25	3	-	22	22
Beauty Culture 32	15	1	98	99	Forestry 22	1	4	-	4	Sewing and Design 35	2	-	9	9
Building Construction 12	30	630	2	632	Forestry 32	1	2	-	2	Sheet Metal 12	10	171	-	171
Building Construction 22	23	178	-	178	General Business 15	6	38	160	198	Sheet Metal 22	6	26	-	26
Building Construction 32	17	102	-	102	Graphic Arts 12	8	175	44	219	Sheet Metal 32	4	21	-	21
Building Construction 15	6	81	-	81	Graphic Arts 22	5	61	4	65	Television Crafts 22	1	12	1	13
Building Construction 25	5	26	-	26	Graphic Arts 32	6	33	1	34	Television Crafts 32	1	6	1	7
Building Construction 35	3	24	-	24	Heavy Duty Repair 12	1	10	-	10	Visual Material & Production 22	1	12	24	36
Carpentry 15	1	1	-	1	Horticulture 12	5	46	11	57	Welding 12	18	399	-	399
Carpentry 25	1	9	-	9	Horticulture 22	3	26	3	29	Welding 22	11	113	-	113
Commercial Art 12	10	185	153	338	Horticulture 32	2	10	2	12	Welding 32	7	38	-	38
Commercial Art 22	9	59	70	129	Industrial Chemistry 12	1	26	1	27	Welding 15	4	26	-	26
Commercial Art 32	6	14	27	41	Industrial Chemistry 22	1	8	-	8	Welding 25	2	14	-	14
Commercial Art 15	2	10	7	17	Industrial Chemistry 32	1	5	-	5	Welding 35	1	7	-	7
Commercial Art 25	1	4	3	7	Language 22	142	3,402	2,960	6,362					
Commercial Art 35	2	1	4	5	Library Theory 22	1	-	1	1					
Commercial Sewing 15	1	-	1	1	Library Theory 32	1	-	7	7					
Commercial Textiles 22	1	-	6	6	Lithography 12	1	10	4	14					
Data Processing 22	40	390	797	1,187	Lithography 22	1	10	3	13					
Data Processing 32 (Unit Record)	13	61	138	199	Lithography 32	1	7	2	9					
Data Processing 32 (Computer)	11	45	63	108	Machine Shop 12	19	401	1	402					
Drafting 12	42	1,060	91	1,151	Machine Shop 22	12	97	-	97					
Drafting 22	24	199	10	209	Machine Shop 32	11	74	-	74					
Drafting 32	21	165	7	172	Mathematics 12	134	2,815	459	3,274					
Drafting 25	3	49	1	50	Mathematics 22	122	2,098	236	2,334					
					Mathematics 32	76	999	64	1,063					
					Mathematics 15	158	3,205	3,471	6,676					

Table M
Teachers' Permanent Certificates Issued By The Department
For The Year Ending June 30, 1970

Type of Certificate	New	Reissue*	Total
Professional	1,468	161	1,629
Standard Secondary	254	29	283
Standard Elementary	632	104	736
Junior Elementary	177	62	239
Second Class		5	5
Total	2,531	361	2,892

*Certificates reissued because of change of name.

Table M2: Teachers' Interim Certificates Issued To Alberta Teachers By The Department For The Year Ending June 30, 1970

Type of Certificate	Replacing a Certificate Already Held	Issued For The First Time	Total
Professional	1,050	1,104	2,154
Standard Secondary	77	277	354
Standard Elementary	174	255	429
Junior Elementary	55	8	63
Provisional	5	33	38
Conditional	1	78	79
Totals	1,362	1,755	3,117

Table M3: Teachers' Interim Certificates Issued To Teachers From Outside Alberta By The Department For The Year Ending June 30, 1970

Type of Interim Certificate Issued

Origin of Teacher	Prof.	Std. S.	Std. E.	Jr. E.	Prov'l.	Cond'l.	Total
1. Other Provinces							
Saskatchewan	183	5	261	25			474
Manitoba	26	3	16	16			61
British Columbia	39	3	26	6			74
Ontario	28	6	10	14			58
Nova Scotia	26	1	15	4			46
Quebec	14	9	10	8			41
New Brunswick	9	1	7	2			19
Newfoundland	4		2				6
P.E.I.	1		1	1			3
Total Other Provinces	330	28	348	76			782

Table M3: (continued)

Origin of Teacher	Prof.	Std. S.	Std. E.	Jr. E.	Prov'l.	Cond'l.	Total
2. U.S.A.	111	105	19	2	1		238
3. British Isles							
England	34	66	94	12			206
Scotland	10	3	12				25
Ireland	10	4	13				27
Wales	2	2	5				9
Total British Isles	56	75	124	12			267
4. Other Commonwealth							
Australia	38	45	31	19			133
India	5	3	2				10
New Zealand	3	2	3	2			10
British West Indies	3		3				6
Total Commonwealth	49	50	39	21			159
5. Other Countries							
Africa	7	1	1	1			10
Philippines	2	5	3				10
China	3	1		1			5
Sweden	1	1		1			3
Holland		1	2				3
Germany		1					1
Others	5	6	5	5			21
Total Others	18	16	11	8			53
Grand Total	564	274	541	119	1		1,499

Table M4: Numbers Of Certificates By Type Held By Teachers Under Contract During 1969-70

Type of Certificate	Number Held	Type of Certificate	Number Held
Professional	11,507	Academic**	10
Standard Secondary*	1,933	First Class**	332
Standard Elementary*	3,437	Elementary and Intermediate**	565
Standard Elementary and Secondary*	517	Second Class**	314
Junior Elementary*	3,126	Provisional	3
Letters of Authority*	761	Conditional	75
High School**	136	Others	10
		Total	22,726

*Now issued under special conditions only.

**No longer issued by the Department.

Table M5: Degrees Held By Teachers During The Year Ending June 30, 1970.

(For Teachers with more than one degree, their highest degree only is counted.)

Degree Held	No. of Teachers	Degree Held	No. of Teachers
Bachelor of Education	6,262	Other Masters Degrees	435
Other Bachelors Degrees	2,071	Doctors of Education or Philosophy	18
Masters of Education	437	Other Degrees	289
		Total	9,512

Table M6: Professional Statements Issued Between July 1, 1969 And June 30, 1970.

Destination of Teacher	No. of Statements	Destination of Teacher	No. of Statements
Alberta	408	Prince Edward Island	2
British Columbia	287	Newfoundland	1
Ontario	111	Northwest Territories	14
Saskatchewan	25	United States of America	17
Manitoba	6	England	8
Quebec	2	Australia	1
New Brunswick	6	New Zealand	2
Nova Scotia	10	Total	900
Requested Statements of Teaching Experience in Alberta			164
Requested Copies of Inspector's Reports			67

Letters Of Authority

During the twelve month period under review 865 Letters of Authority were issued.

Table M7: High School Evaluations For Students From Outside of Canada 1969-70.

Place of Origin	No. of Evaluations	Place of Origin	No. of Evaluations
United States of America	371	India	49
China	217	Australia, New Zealand	17
British Isles	141	Philippines	28
Europe	193	South America	28
West Indies	49	Mexico	8
Africa	30	Others	24
Germany	34	Total	1,189

Table N
Construction of School Buildings
July 1, 1969 to June 30, 1970

Date of Tender Approval	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Square Ft.	Approx. Cost	Approx. Cost Pr. Sq. Ft.
July 2, 1969	Fort Saskatchewan RCS No. 104	—	Our Lady of Angels Elementary & Jr. High	Addition	General classrooms (3), library (1)	5,625	\$ 92,925	\$16.52
July 2, 1969	Taber RCS No. 54	—	St. Patrick's Elementary	Addition	General classroom (1), Ancillary (1), gym extension	3,025	58,927	19.48
July 4, 1969	Coleman No. 1216	Crowsnest Pass Div. No. 63	Central High School	New	General classrooms (13) Science experience (4) Ancillary (4), Language lab (1) Library (1), Industrial arts (1) Gym (1), Stage (1) Business Education (4) General classrooms (16)	73,413	1,554,887	20.99
July 4, 1969	Edmonton No. 7	—	Northmount Elementary	New	Ancillary (3), Library (1), Gym (1), Stage (1), General classrooms (4), Ancillary (1), Physical Education activity room (1)	40,400	593,476	14.64
July 9, 1969	Lyle Lake No. 4600	Lac La Biche Div. 51	Miskano Elementary and Jr. High	New	General classrooms (4)	9,396	194,967	17.19
July 16, 1969	Medicine Hat RCS No. 21	—	St. Mary's Elementary and Jr. High	New	Typing (1), Multi-purpose (1)	3,648	43,301	11.87
July 18, 1969	Rimbey No. 661	Ponoka Cty. No. 3	Relocatable Portable Jr. Sr. High	Addition	Science experience (1), Ancillary (2), General classrooms (1)	10,095	221,888	21.98
July 23, 1969	Three Hills No. 3048	Three Hills Div. 60	Portable	New	General classrooms (2)	1,056	8,902	8.43
July 29, 1969	Erskine No. 1493	Stettler Cty. 6	Portable	New	General classrooms (10)	2,016	47,000	23.31
July 29, 1969	Spruce Grove No. 450	Parkland Cty. 31	Elementary & Jr. High	New	Science experience (2) Ancillary (2), Library (1) Gym (1), stage (1)	37,041	666,738	18.00
July 29, 1969	Fort McMurray No. 2833	—	Portable relocatable Elementary	New	General classrooms (6)	7,780	60,217	7.74
July 29, 1969	Edmonton No. 7	—	Queen Elizabeth Composite High	Addition	General classrooms (4), Science experience (1) Ancillary (2), Home economics (3), Industrial Arts (4), Language Laboratory (1), Food Service (1) Cafeteria-study (1)	39,150	712,530	18.20
August 7, 1969	Didsbury No. 652	Mountain View Cty. 7	Junior-Sr. High	Addition	General Classrooms (3), Science experience (1) Ancillary (3), Library (1), Home economics (1)	20,705	407,474	19.68
August 7, 1969	Athabasca No. 839	Athabasca Cty. 12	Elementary School	Addition	Industrial arts extension			
August 8, 1969	Delia No. 3261	Starland Div. 30	Elementary Jr. & Sr. High	Addition	General classrooms (6)	6,482	147,530	22.76
August 8, 1969	Three Hills No. 3048	Three Hills Div. 60	Portable	New	Science experience (1), Library (1)	3,260	70,742	21.70
August 11, 1969	Hardisty No. 1659	Flagstaff Cty. 29	Portable	New	General classroom (1)	1,248	10,345	9.12
August 14, 1969	Banff No. 102	—	Elementary School	New	General classroom (1)	912	8,974	9.84
August 20, 1969	Edmonton No. 7	—	Westminster Jr. High	Addition	General classroom (1), Ancillary (1)	4,378	90,799	20.74
August 26, 1969	Milk River No. 2056	Warner Cty. 5	Erle Rivers Jr. Sr. High	Addition	Science experience (4), Ancillary (1), Gym (1)	20,600	370,800	18.00
					General classroom (1)	12,602	278,630	22.11
					Science experience (1)			
					Ancillary (1), Library (1)			
					Language Laboratory (1)			
					Industrial Arts Extension			

Table N
Construction of School Buildings (Continued)
July 1, 1969 to June 30, 1970

Date of Tender Approval	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Square Ft.	Approx. Cost	Approx. Cost Pr. Sq. Ft.
September 3, 1969	Calgary R.C.S. No. 1	—	St. Mary's High	Addition	General classrooms (10) Science experience (4) Ancillary (4), Language lab (1) Library (1), Home economics (2) Business Education (6)	52,112	\$ 822,327	\$15.78
September 10, 1969	Calgary No. 19	—	R. T. Alderman Jr. High	Addition	General classrooms (8), Science experience (1) Library (1), Home Economics (1)	22,930	366,421	15.98
September 15, 1969	Lethbridge No. 51	—	Collegiate Institute	Addition	General classrooms (4), Science experience (6) Ancillary (1), language lab (1) Gym (1), Library (1), Business Education (7), Auto Body (1) Automotives (1), Drafting (2) Industrial Arts (2)	92,332	1,970,364	20.33
September 22, 1969	Foremost No. 2262	Forty Mile Cty. 8	Jr. Sr. High	Extension	Industrial arts shop extension	1,326	31,585	23.82
September 22, 1969	Bow Island No. 1883	Forty Mile Cty. 8	Jr. Sr. High	Extension	Industrial arts shop extension	1,326	30,696	23.15
October 7, 1969	Spirit River No. 3361	Spirit River Div. 47	Central Sr. High	New	General classrooms (6), Science experience (3) Ancillary (3), Library (1) Gym (1), stage (1), Home Economics (2), Industrial Arts (2), Business Education (3), Language Laboratory (1)	54,472	968,512	17.78
October 10, 1969	Calgary No. 19	—	Sir John A. MacDonald Jr. High	Addition	General classrooms (9), Science experience (1) Library (1), Home Economics Extension, Industrial Arts Extension	23,990	389,117	15.80
October 28, 1969	Red Deer No. 104	—	Composite High	Addition	Ancillary (3), Library (1), Gym (1), Industrial Arts (2)	34,135	619,550	18.15
November 5, 1969	Smoky Lake No. 3880	Smoky Lake Cty. 13	H. A. Kostash Elem. Jr. Sr. High	Addition	General classrooms (6), Science experience (2)	22,083	408,093	18.48
November 5, 1969	Vilna No. 3983	Smoky Lake Cty. 13	Elementary Jr. Sr. High	Addition	Ancillary (3), Library (1)	16,883	320,439	18.98
November 10, 1969	Calgary No. 19	—	David Thompson Jr. High	Addition	General classrooms (5) Science experience (1), Ancillary (2)	18,513	315,276	17.03
November 19, 1969	Edmonton No. 7	—	Kensington Elementary	Addition	General classrooms (4) Science experience (4) Library (1)	14,290	231,640	16.21
November 25, 1969	Rycroft No. 2109	Spirit River Div. 47	Elementary & Jr. High	Addition	General classrooms (5) Ancillary (3), Library (1) Science experience (1)	4,691	104,327	22.46
November 26, 1969	Edmonton R.C.S. No. 7	—	J. J. Bowlen Jr. High	New	Ancillary (1), Library (1) General classrooms (12) Science experience (2) Ancillary (2), Library (1) Gym (1), Stage (1), Home Economics (1), Industrial Arts (1)	46,869	735,374	15.69
December 2, 1969	Lethbridge No. 51	—	Agnes Davidson Elementary	Addition	General classrooms (4) Ancillary (2), Library (1)	10,865	213,171	19.62

Table N
Construction of School Buildings (Continued)
July 1, 1969 to June 30, 1970

Date of Tender Approval	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Square Ft.	Approx. Cost	Approx. Cost Pr. Sq. Ft.
December 3, 1969	Provost No. 1896	Provost Div. 33	Junior-Senior High	Addition	Home Economics (1) Industrial Arts (1) General classrooms (9) Ancillary (1) Library (1)	7,036	\$ 135,794	\$19.30
December 4, 1969	St. Albert P.S. No. 6	—	Sir Alexander Mackenzie Elementary	Addition	General classrooms (5), Science experience (2) Library (1), Gym (1), Home Economics (1)	17,562	250,258	14.25
December 8, 1969	Stettler No. 1475	—	Elementary	Addition	Industrial Arts (2)	4,990	89,321	17.90
December 8, 1969	Stettler No. 1475	—	Junior High	Addition	Ancillary (4), Library (1) Beauty Culture (1), Typing (2) Business Machines (1), Merchandising (1)	31,466	563,241	17.90
December 8, 1969	Stettler No. 1475	—	W. E. Hay Senior High	Addition	General classrooms (3), Science experience (1) Ancillary (1), Home Economics (1)	26,461	473,651	17.90
December 10, 1969	Vauxhall No. 4053	Taber Div. 6	Jr. Sr. High	Addition	Industrial Arts (1), Language Laboratory (1)	13,722	238,625	17.39
December 12, 1969	Edmonton No. 7	—	Malmo Elementary	Addition	General classrooms (7) Ancillary (1), Library (1), Stage (1), Gym extension	17,220	323,908	18.81
December 16, 1969	Okotoks No. 178	Foothills Div. 38	Upper Elem. Jr. Sr. High	Addition	General classrooms (8)	26,105	533,586	20.44
December 19, 1969	Calgary No. 19	—	Dalhousie Elementary	New	Ancillary (2), Library (1), Gym (1)	42,987	625,030	14.54
January 14, 1970	Spruce Grove No. 450	Parkland Cty. 31	Portables	New	General Classrooms (18), Ancillary (3), Library (1), Gym (1), Stage (1)	2,284	24,278	10.63
January 16, 1970	Chipewyan Lakes	Northland Div. 61	Portable	New	Two-One-room portables	912	9,120	10.00
January 27, 1970	Red Deer R.C.S. No. 17	—	St. Martin de Porres Elementary	Addition	One room portable School	4,956	83,459	16.56
February 2, 1970	Edmonton No. 7	—	Bonnie Doon Composite High	Addition	General classrooms (2)	45,541	870,288	19.11
February 18, 1970	Edmonton R.C.S. No. 7	—	St. Jerome Elementary	New	Ancillary (1), Stage (1) General classrooms (3), Science experience (1), Industrial Arts (4), Ancillary (6), Home Economics (3), Business Education (1), Typing (1), Language Lab. (1), Cafeteria-Study (1)	19,864	301,535	15.18
March 6, 1970	Edmonton R.C.S. No. 7	—	St. Clare Junior High	Addition	General classrooms (7), Ancillary (1), Library (1), Gym (1), Stage (1)	35,137	543,218	15.46
March 6, 1970	Lethbridge No. 51	—	Susie Bawden Elementary	Addition	General classrooms (8)	37,880	615,928	15.95
March 23, 1970	Fort Saskatchewan No. 91	Strathcona Cty. 20	Pineview Elementary & Junior High	New	Science experience (2) Ancillary (1), Library (1), Gym (1), Stage (1)	31,360	545,977	17.41
					General classrooms (11) Science experience (1), Ancillary (1), Library (1), Gym (1), Stage (1)			

Table N

Construction of School Buildings (Continued)

July 1, 1969 to June 30, 1970

Date of Tender Approval	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Square Ft.	Approx. Cost	Approx. Cost Pr. Sq. Ft.
March 23, 1970	Salisbury No. 530	Strathcona Cty. 20	Brentwood Elementary	Addition	General classrooms (13) Ancillary (1), Stage (1), Gymnasium extension	21,440	\$ 345,827	\$16.13
March 24, 1970	Spruce Grove No. 450	Parkland Cty. 31	Elementary & Jr. High	Addition	General classrooms (10)	15,350		
March 25, 1970	Calgary R.C.S. No. 1	—	Bishop Carroll High	New	General classrooms (27), Science experience (7) Ancillary (10), Language Lab. (1), Library (1), Home Economics (2), Industrial Arts (3), Gym (1), Stage (1), Business Education (6), Cafeteria-study (1)	128,781	232,552 2,162,232	15.15 16.79
April 13, 1970	Red Deer No. 104	—	North Elementary	Addition	General classrooms (13)	6,123	107,948	17.63
April 14, 1970	Calgary R.C.S. No. 1	—	St. Dominic Elementary	New	General classrooms (6), Library (1), Gym (1), Stage (1)	16,776	271,603	16.19
April 23, 1970	High Prairie R.C.S. No. 56	—	St. Andrews Elementary & Junior High	Addition	General classrooms (7) Science experience (1)	20,756	335,416	16.16
April 27, 1970	Didsbury No. 652	Mountain View Cty. 17	Ross Ford Elementary	Addition	Ancillary classrooms (3) General classrooms (5),	15,107	295,643	19.57
May 1, 1970	Salisbury No. 530	Strathcona Cty. 20	Westboro Elementary	New	Ancillary (2), Library (1), Gym (1)	37,493	583,016	15.55
May 4, 1970	Cochrane No. 142	Calgary Div. 41	Junior-Sr. High	Addition	General classrooms (16), Ancillary (2), Library (1), Gym (1), Stage (1)	8,140	127,146	16.62
May 4, 1970	Edmonton No. 7	—	Westbrook Elementary	Addition	General classrooms (6)	5,988	99,939	16.69
May 7, 1970	Calgary R.C.S. No. 1	—	St. Leo Elementary	Addition	General classrooms (2), Ancillary (1), Library (1), Stage (1)	8,304	111,190	13.39
May 7, 1970	Castor No. 2194	Paintearth Cty. 18	Junior, Senior High	Addition	General classrooms (4), Ancillary (1), Home Economics (1), Industrial Arts (1)	12,322	195,303	15.85
May 20, 1970	Grimshaw No. 4523	Peace River Div. 10	Junior, Senior High	Addition	General classrooms (3), Science experience (1), Library (1)	7,286	132,313	18.16
May 21, 1970	Edmonton No. 7	—	Westmount Jr. High	Addition	Ancillary (2), Gym (1), Stage (1), Home Economics (1), Industrial Arts (1)	23,380	434,868	18.60
May 27, 1970	Westlock No. 3208	Westlock Div. 37	High School	Addition	Science experience (2), Ancillary (1), Library (1), Gym (1), Industrial Arts (2)	22,374	443,228	19.81
May 28, 1970	Strathmore No. 1587	Wheatland Cty. 16	Elementary School	New	General classrooms (12), Ancillary (1), Library (1), Gym (1), Stage (1)	24,920	364,828	14.64
June 8, 1970	Slave Lake 3197	High Prairie Div. 48	Elementary School	New	General classrooms (8), Ancillary (1), Library (1), Gym (1), Stage (1)	20,217	333,580	16.50
June 11, 1970	Rocky Mountain House 2590	Rocky Mountain Div. 15	Junior-Senior High	Addition	General classrooms (6), Science experience (2) Ancillary (1), Gym (1), Stage (1), Home Economics (1), Industrial Arts (2)	33,859	549,531	16.23
June 29, 1970	Leduc No. 297	Leduc Cty. 25	Willow Park Elementary	New	General classrooms (8), Ancillary (1), Library (1), Gym (1), Stage (1)	19,857	288,193	14.55

Table O

General Statistics Relating to School Operation

Prepared by General Administration under the direction of A. Bredo, Chief Administrative Officer

Organization of Schools — General

September 1969 - June 1970

No. of 1-room Schools	81
No. of Multiple Room Schools:	
2-Room Schools	66
3-Room Schools	61
4-Room Schools	80
5-Room Schools	78
6-Room Schools	70
7-Room Schools	65
8-Room Schools	67
9-Room Schools	75
10-Room Schools	71
11 to 15 Rooms	306
16 to 20 Rooms	175
21 to 25 Rooms	91
26 to 30 Rooms	38
31 or more Rooms	42
Total Schools	1,366
Total Enrolment	413,719

No. of Classrooms:	
Elementary (Grades 1-6)	9,048
Junior High (Grades 7-9)	3,652
Senior High (Grades 10-12)	3,402
Elementary and Junior High	117
Junior High and Senior High	4
Elementary, Junior and Senior	27
	<hr/>
	<u>16,250</u>

Table P**Operation of School Districts, Divisions and Counties**

Year	No. of School Districts in Existence	No. of Schools and School Systems in Operation	No. of Rooms in Operation	Percentage of School Districts with Operating Schools	No. of School Divisions and Counties	No. of School Districts not in Divisions and Counties	No. of School Districts
1954-55	4,049	1,714	7,368	35.71	59	3,871	178
1955-56	4,080	1,558	7,801	31.20	59	3,918	162
1956-57	4,100	1,420	8,267	27.10	59	3,934	166
1957-58	4,112	1,318	8,729	23.76	59	3,938	174
1958-59	4,132	1,253	9,407	21.39	59	3,944	186
1959-60	4,159	1,400	10,066	19.90	58	3,955	204
1960-61	4,174	1,346	10,741	17.27	59	3,995	179
1961-62	4,203	1,416	11,285	17.49	59	4,023	180
1962-63	4,217	1,377	11,801	16.95	59	4,036	181
1963-64	4,227	1,350	12,446	16.44	59	4,043	184
1964-65	4,234	1,340	12,996	15.82	59	4,057	177
1965-66	4,239	1,376	13,601	15.31	59	4,065	174
1966-67	4,261	1,385	14,232	15.04	60	4,091	170
1967-68	4,268	1,388	14,889	14.67	60	4,099	169
1968-69	4,270	1,400	15,516	14.43	60	4,108	162
1969-70	4,267	1,366	16,250	15.37	60	4,116	151

Table Q

School Districts

	To June 1969	1969-70
Number of School Districts established during year	6	10
Number of School Districts dissolved during the year	4	12
Number of School Districts in the province including Units in Consolidated School Districts	4,268	4,266
Number of Regional High School Districts in the province	2	1
Number of Consolidated School Districts in the province	4	4
Number of School Districts in Consolidated School Districts	15	15
Number of School Divisions and Counties in existence	60	60

Established During Year July 1, 1969 to June 30, 1970

Name of District	Number	Date of Establishment
North Bantry	S.D. 5259	January 1, 1970
Kinnvie	S.D. 5260	January 1, 1970
Open Plain	S.D. 5261	January 1, 1970
Beavertail	S.D. 5262	January 1, 1970
Monkman Pass	S.D. 5263	January 1, 1970
Silverwing	S.D. 5264	January 1, 1970
Muskoseepi	S.D. 5265	January 1, 1970
Lansdell	R.C. 123	January 1, 1970
Bevin	R.C. 124	January 1, 1970
Smithreade	P.S. 7	April 1, 1970

Yellowhead School Division No. 12 (formerly Edson).

Dissolved During Year July 1, 1969 to June 30, 1970

Name of District	Number	Date Dissolved
Diligence	S.D. 847	August 15, 1969
St. Emile	S.D. 1443	August 15, 1969
Springfield	S.D. 1495	August 15, 1969
West Legal	S.D. 3315	August 15, 1969
Pontiac	S.D. 4316	August 15, 1969
Kananaskis	S.D. 5100	July 15, 1969
Willow River	S.D. 5171	November 1, 1969
Pontmain	R.C. 20	July 15, 1969
St. Bernadette	R.C. 34	July 1, 1969
St. Jerome	R.C. 39	July 1, 1969
St. Jacques	R.C. 40	July 1, 1969
St. Girard	R.C. 41	July 1, 1969
Edson-Stony Reg. High	S.D. 2	June 1, 1970

Table R

Operation of Schools by School Divisions, Counties and Independent School Districts 1969-70

Unit	No.	Enrolment by Grades (Sept. 30/69)				Total Rooms (June 30/70)	Gross Total Teachers (Oct. 31/69)	Unit	Enrolment by Grades (Sept. 30/69)				Total Rooms (June 30/70)	Gross Total Teachers (Oct. 31/69)	
		1 - 6	7 - 9	10 - 12	Total				1 - 6	7 - 9	10 - 12	Total			
Berry Creek S. Div.	1	137	72	39	248	12	14.00	Beaver	9	1234	601	522	2357	87	123.00
Cardston	2	1541	737	608	2886	108	125.00	Wetaskiwin	10	1372	722	278	2372	99	118.00
Medicine Hat	4	527	252	85	864	43	54.50	Barrhead	11	1314	641	521	2476	93	111.50
Taber	6	1585	832	659	3076	127	159.85	Athabasca	12	1457	687	536	2680	113	145.50
Acadia	8	533	275	250	1058	50	54.10	Smoky Lake	13	698	412	321	1431	63	74.00
Sullivan Lake	9	176	80	49	305	16	19.00	Lacombe	14	1957	993	906	3856	157	205.90
Peace River	10	1792	841	628	3261	137	166.00	Wheatland	16	1131	477	335	1943	96	104.00
Yellowhead	12	2825	1218	788	4831	185	230.50	Mountain View	17	2329	1128	916	4373	161	209.00
Rocky Mountain	15	1507	680	418	2605	95	116.00	Painearth	18	671	304	326	1301	55	69.20
Neutral Hills	16	464	244	161	869	37	43.00	St. Paul	19	1014	483	328	1825	76	96.00
Sturgeon	24	1283	641	132	2056	84	106.90	Strathcona	20	3876	1702	1322	6900	270	357.10
Willow Creek	28	1640	852	653	3145	137	166.25	Two Hills	21	879	461	388	1728	73	87.40
Pincher Creek	29	777	346	331	1454	64	80.00	Camrose	22	1380	738	480	2598	114	125.00
Starland	30	441	204	144	789	36	40.00	Red Deer	23	2492	1203	731	4426	186	238.70
Wainwright	32	1096	582	549	2227	92	122.50	Vermilion River	24	1324	672	566	2562	111	135.00
Provost	33	602	280	204	1086	47	53.50	Leduc	25	2533	1150	894	4577	182	231.34
Westlock	37	1503	747	577	2827	111	130.00	Lethbridge	26	1736	778	765	3279	141	170.00
Foothills	38	1790	872	543	3205	133	169.10	Minburn	27	1093	605	596	2294	106	126.00
Calgary	41	2159	924	618	3701	150	187.75	Lac Ste. Anne	28	2041	946	633	3620	156	189.00
Bonnyville	46	1587	676	467	2730	101	126.10	Flagstaff	29	1368	690	618	2676	113	140.30
Spirit River	47	1173	544	377	2094	88	99.00	Lamont	30	960	499	440	1899	78	92.80
High Prairie	48	2131	868	676	3675	159	182.50	Parkland	31	2724	1237	903	4864	178	222.45
Fairview	50	911	361	317	1589	71	75.80	Edmonton S. Dist.	7	38866	17786	17470	74122	2674	3700.78
Lac La Biche	51	1353	546	319	2218	90	108.50	Calgary	19	41583	18779	16268	76630	2951	3726.57
Fort Vermilion	52	1205	373	109	1687	68	80.50	Lethbridge	51	3789	1934	1772	7495	278	363.19
East Smoky	54	978	397	248	1623	68	79.00	Medicine Hat	76	2496	1357	1590	5443	206	284.00
Three Hills	60	1139	567	485	2191	96	115.50	Red Deer	104	2985	1396	1799	6180	294	306.50
Northland	61	2071	577	48	2696	122	141.00	Wetaskiwin	264	598	324	568	1490	62	81.00
Drumheller Valley	62	778	405	592	1775	59	89.00	Camrose	1315	789	375	702	1866	66	90.10
Crowsnest Pass	63	813	414	401	1628	67	83.20	Grande Prairie	2357	1412	650	801	2863	108	141.83
Grande Prairie County	1	1524	834	525	2883	117	155.00	Calgary R.C.S.	1	11794	4631	3555	19980	722	911.62
Vulcan	2	1037	504	411	1952	87	97.10	Edmonton	7	16980	7303	6415	30698	1185	1495.60
Ponoka	3	1952	964	877	3793	160	210.00	Lethbridge	9	1165	507	520	2192	83	102.85
Newell	4	1012	470	252	1734	77	96.00	Wetaskiwin	15	150	57	—	207	9	10.00
Warner	5	1098	542	534	2174	89	113.50	Red Deer	17	747	338	222	1307	51	58.17
Stettler	6	767	448	47	1262	57	62.20	Medicine Hat	21	1004	435	395	1834	68	86.92
Thorhild	7	810	445	417	1672	70	82.50	Drumheller	25	199	94	—	293	11	13.00
Forty Mile	8	785	410	288	1483	67	83.10	Grande Prairie	28	517	178	123	818	31	39.40

TABLE R (Continued)

Operation of Schools by School Divisions, Counties and Independent School Districts 1969-70

Unit	No.	Enrolment by Grades (Sept. 30/69)				Total Rooms (June 30/70)	Gross Total Teachers (Oct. 31/69)	Unit	Enrolment by Grades (Sept. 30/69)				Total Rooms (June 30/70)	Gross Total Teachers (Oct. 31/69)	
		1 - 6	7 - 9	10 - 12	Total				1 - 6	7 - 9	10 - 12	Total			
Camrose	60	340	170	—	510	22	23.50	Grimshaw	88	185	52	—	237	11	12.00
St. Albert S. Dist.	3	920	363	341	1624	63	83.00	Whitecourt	94	99	—	—	99	6	6.00
Canmore	168	280	151	98	529	22	27.00	Ponoka	95	180	83	—	263	11	12.00
Stettler	1475	597	298	584	1479	62	78.50	Vermilion	97	196	85	86	367	13	17.00
Brooks	2092	663	307	322	1292	54	69.69	Raymond	100	52	37	—	89	5	5.00
St. Paul	2228	741	389	369	1499	61	74.00	Fort Saskatchewan	104	217	77	—	294	13	15.50
Redcliff	2283	373	172	—	545	21	24.00	Westlock	110	163	68	77	308	12	15.00
Bonnyville	2665	546	240	187	973	33	47.00	Drayton Valley	111	277	101	—	378	16	17.00
Fort McMurray	2833	722	290	171	1183	56	50.00	Banff S. Dist.	102	331	166	191	688	27	32.00
Hanna	2912	436	265	222	923	39	46.00	Morley	172	NIL	—	—	—	—	—
Devon	4972	322	151	133	606	22	27.00	Lake Louise	1063	NIL	—	—	—	—	—
Swan Hills	5109	174	63	14	251	11	13.00	Exshaw	1699	137	80	—	217	9	10.00
Grande Cache	5258	203	50	13	266	17	19.00	Rosenheim	1892	NIL	—	—	—	—	—
Thibaault C.P.	35	320	129	96	545	25	29.00	Western Ridge	2083	NIL	—	—	—	—	—
Glen Avon P.S.	5	365	140	123	628	23	27.00	Hohenheim	2094	NIL	—	—	—	—	—
St. Albert	6	1346	523	392	2261	94	131.00	Jasper	3063	416	159	143	718	30	37.00
St. Martins R.C.S.	16	200	61	—	261	13	13.00	Nordegg	3211	28	5	—	33	2	1.00
Pincher Creek								Portsmouth	3705	12	1	—	13	1	1.00
St. Michael's	18	300	124	89	513	20	28.00	Seebe	4152	19	—	—	19	1	1.00
Theresetta	23	107	52	51	210	9	11.00	Waterton Park	4233	19	2	—	21	2	2.00
McLennan	30	157	71	—	228	11	12.50	Faraway	4689	13	3	—	16	1	1.00
Wainwright	31	158	71	—	229	9	11.00	Grovedale	4910	87	9	—	96	4	4.00
Fort McMurray	32	527	112	37	676	28	34.00	Ralston	4981	105	36	—	141	8	9.65
St. Thomas More	35	242	96	67	405	16	20.00	Canadian Forces Base	4986	1283	435	—	1718	62	73.00
Spirit River	36	70	—	—	70	3	3.00	Mynarski Park	5012	171	68	—	239	11	12.00
Rosary	37	158	68	—	226	10	10.50	Biggin Hill	5029	1638	585	281	2504	84	114.00
Peace River	43	314	142	57	513	22	25.55	Buffalo Park	5047	66	—	—	66	5	6.50
Killam	49	97	45	—	142	6	6.00	St. Isodore	5054	NIL	—	—	—	—	—
Assumption	50	105	39	—	144	6	6.00	Keystone Valley	5098	NIL	—	—	—	—	—
Taber	54	300	119	116	535	23	29.50	Harvie Heights	5198	NIL	—	—	—	—	—
High Prairie	56	297	117	—	414	18	19.00	Jubilee P.S.	4	NIL	—	—	—	—	—
Cold Lake	64	139	97	92	328	12	15.00	Fort Vermilion R.C.S.	26	153	34	—	187	8	9.00
Provost	65	151	64	68	283	12	16.00	Mazenod	42	NIL	—	—	—	—	—
Grand Centre	67	141	59	—	200	9	9.50	St. Monica	44	NIL	—	—	—	—	—
Beaverlodge	68	88	36	—	124	6	6.00	Crossroads	46	NIL	—	—	—	—	—
Coaldale	73	114	60	—	174	9	9.00	St. Laurent	47	25	19	—	44	3	3.00
Picture Butte	79	121	58	—	179	9	9.00	Duvernay	48	NIL	—	—	—	—	—
Bow Island	82	138	71	41	250	12	13.00	Fort Chipewyan	57	NIL	—	—	—	—	—
Valleyview	84	354	122	23	499	29	23.00	Mount Star	58	NIL	—	—	—	—	—

TABLE R (Continued)

Operation of Schools by School Divisions, Counties and Independent School Districts 1969-70

Unit	Enrolment by Grades (Sept. 30/69)					Unit	Enrolment by Grades (Sept. 30/69)					Total Rooms (June 30/70)	Gross Total Teachers (Oct. 31/69)	
	No.	1 - 6	7 - 9	10 - 12	Total		(June 30/70)	No.	1 - 6	7 - 9	10 - 12	Total		
Morning View	59	NIL	—	—	—	Rosemount	112	NIL	—	—	—	—	—	—
Kleskun Hill	61	NIL	—	—	—	Courtland Hill	113	NIL	—	—	—	—	—	—
Equity	62	NIL	—	—	—	Sampson	115	NIL	—	—	—	—	—	—
MacHenry	63	NIL	—	—	—	Wye	116	NIL	—	—	—	—	—	—
Hayter	70	NIL	—	—	—	Hayfield	117	NIL	—	—	—	—	—	—
Luxemburg	71	NIL	—	—	—	Rio Grande	118	NIL	—	—	—	—	—	—
South Coaldale	74	NIL	—	—	—	North Beaverlodge	119	NIL	—	—	—	—	—	—
North Coaldale	75	NIL	—	—	—	Tomahawk	120	NIL	—	—	—	—	—	—
East Coaldale	76	NIL	—	—	—	Violet Grove	121	NIL	—	—	—	—	—	—
Granite Falls	77	NIL	—	—	—	Aubindale	122	NIL	—	—	—	—	—	—
Battersea	78	NIL	—	—	—	Lansdell	123	NIL	—	—	—	—	—	—
Winnifred	81	NIL	—	—	—	Stirling S. Dist.	647	122	54	48	224	9	10.70	
Huntsville	85	NIL	—	—	—	Legal	1738	185	88	109	382	16	20.00	
Strand	86	NIL	—	—	—	St. Rita's R.C.S.	27	95	26	—	121	6	6.00	
Trowsdale	98	NIL	—	—	—	Sexsmith	51	85	27	—	112	5	5.00	
Harmon Valley	99	NIL	—	—	—	Burdett	83	NIL	—	—	—	—	—	
Gartley	101	NIL	—	—	—	Berwyn	89	NIL	—	—	—	—	—	
White Rose	102	NIL	—	—	—	Nampa	96	94	26	—	120	4	4.00	
Morning Glory	103	NIL	—	—	—	Barons Cons.	8	70	34	—	104	5	5.00	
Salisbury	105	516	202	62	780	Lousana	38	34	19	—	53	3	3.00	
Bulmer	106	NIL	—	—	—	Falher	69	278	134	132	544	24	25.00	
Shaughnessy	107	NIL	—	—	—	St. Paul Reg. H.S. Dist.	1	—	—	—	—	—	2.00	
Rosedale	108	NIL	—	—	—	Edson-Stony	2	NIL	—	—	—	—	—	
Nacmine	109	NIL	—	—	—									

TOTAL ENROLMENT

226,136102,39785,186413,719TOTAL ROOMS 16,250TOTAL NUMBER OF TEACHERS 20,531.76

Teaching Force: Part-time and full-time as of October 31, 1969

Table S

Distribution of Pupils by Sex, Grade and Age as at September 30, 1969

	Sex	5 yrs. and Under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total by Sex	Total by Grade	Percent- age of Enrolment	Median Age	
Grade I	Boys	5,607	13,491	1,375	97	29	7	4		1									20,611	18,956	39,567	9.56	6.29
	Girls	5,472	12,516	891	67	6	2	2		2									19,612	18,238	37,850	9.15	7.35
Grade II	Boys	7	4,712	12,800	1,816	230	31	8	6	2									19,330	19,061	37,445	9.05	8.38
	Girls	11	4,945	12,013	1,127	119	18	4	1										18,115	17,930	36,991	8.94	9.40
Grade III	Boys	3	36	4,452	12,260	2,201	311	55	10	2									19,048	19,048	36,599	8.85	10.41
	Girls	1	25	4,722	11,845	1,347	135	30	9										17,551	18,310	35,375	8.55	11.42
Grade IV	Boys	1	36	4,231	12,016	2,269	404	72	21	10	1								17,258	17,005	33,482	8.09	14.48
	Girls	1	56	4,597	11,594	1,424	211	33	11	2	1								16,656	16,224	32,667	7.90	15.49
Grade V	Boys	1		72	4,315	11,536	2,443	533	114	26	6	2							1,452	1,452	2,309	.56	12.47
	Girls		1	118	4,757	10,877	1,432	287	55	17	7								17,907	16,944	34,851	8.42	13.51
Grade VI	Boys			1	125	4,136	10,647	2,672	570	132	25	2							17,065	17,065	33,482	8.09	14.48
	Girls				180	4,696	10,292	1,547	290	50	9	1							1,452	1,452	2,309	.56	12.47
Elementary Opportunity	Boys	12	54	139	207	236	293	282	86	70	34	23	15					1	1	1	17,258	17,258	
	Girls	7	34	106	105	157	149	158	56	43	15	17	6	3					17,258	17,258	30,837	7.45	17.61
Grade VII	Boys				90	3,769	10,343	2,763	740	174	24	1	3						16,944	16,944	33,482	8.09	14.48
	Girls				89	4,374	10,314	1,718	358	75	14	2							16,224	16,224	32,667	7.90	15.49
Grade VIII	Boys					1	115	3,494	9,675	2,916	897	138	20	1				1	1	1	17,258	17,258	
	Girls					1	130	3,982	9,702	1,864	464	67	11	2	1				1,452	1,452	2,309	.56	12.47
Grade IX	Boys						5	148	3,596	9,136	2,782	799	151	25	4	1	9		16,656	16,656	33,482	8.09	14.48
	Girls						1	168	4,201	9,390	1,785	378	64	16	2	1	5		16,011	16,011	32,667	7.90	15.49
Junior High Opportunity	Boys					2	22	169	231	230	134	40	22	12	4	1			530	530	1,397	.34	16.44
	Girls					1	13	131	124	139	77	19	17	4	2	3			15,822	15,822	30,837	7.45	17.61
Grade X	Boys						6	164	3,346	8,772	2,596	739	149	38	7	5			15,015	15,015	30,837	7.45	17.61
	Girls						3	156	3,916	8,825	1,640	381	62	18	7	7			13,519	13,519	30,837	7.45	17.61
Grade XI	Boys							2	173	3,044	7,496	2,007	597	137	32	31			13,112	13,112	26,631	6.44	10.25
	Girls							4	233	3,670	7,500	1,351	272	53	15	14			14,286	14,286	27,138	6.56	14.14
Grade XII	Boys								2	124	2,702	6,988	3,088	982	216	184			12,852	12,852	27,138	6.56	14.14
	Girls								2	160	3,301	7,141	1,728	330	84	106			344	344	580	.14	16.45
Senior High Opportunity	Boys							1	3	23	138	96	44	23	9	3	4		236	236	580	.14	16.45
	Girls							1	8	98	57	41	13	8	4	6			214,083	214,083	199,636		
Totals by Sex	Boys	5,629	18,295	18,802	18,684	19,152	18,676	17,754	17,540	17,214	16,768	16,120	13,910	9,972	3,899	1,174	261	233	214,083	214,083	199,636		
	Girls	5,491	17,521	17,789	17,859	18,160	17,392	16,647	16,532	16,304	15,994	15,188	12,984	9,011	2,097	412	113	142	199,636	199,636	100.00	11.55	
GRAND TOTAL		11,120	35,816	36,591	36,543	37,312	36,068	34,401	34,072	33,518	32,762	31,308	26,894	18,983	5,996	1,586	374	375	413,719	413,719	413,719	100.00	
Percentage of Enrolment		2.70	8.65	8.84	8.83	9.01	8.72	8.32	8.24	8.10	7.92	7.57	6.50	4.59	1.45	.38	.09	.09	100.00				

Table T

POST SCHOOL RECORD OF PUPILS

Distribution of All Pupils Leaving School During the Calendar Year 1969 by Sex, Grade and Occupation

OCCUPATION	GRADES	Below	Grade	VII	VII	VIII	VIII	IX	IX	X	X	XI	XI	XII	XII	Total	Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
FURTHER EDUCATION AND TRAINING																		
(1) Transferred to another public school (elementary or secondary) within this province or elsewhere	709	627	239	270	249	228	256	233	155	179	139	152	148	138	1,895	1,827	3,722	
(2) University or College (including Teachers' College)	2	2				5		7	8	5	4	2,672	2,342	2,691	2,356	5,047		
(3) Other educational institutions (e.g. private schools, business or technical schools, nurses' training schools, etc.)	75	78	44	49	49	53	316	279	93	96	142	161	1,239	1,502	1,958	2,218	4,176	
TOTAL TO FURTHER EDUCATION AND TRAINING	786	707	283	319	298	281	577	512	255	283	286	317	4,059	3,982	6,544	6,401	12,945	
A. EMPLOYMENT																		
(1) Professional, proprietary and managerial, commercial, financial	1					1		9	15	34	31	334	290	379	336	715		
(2) Clerical			2	1	2	3	6	6	18	24	116	297	1,691	332	1,833	2,165		
(3) Manufacturing and mechanical			4		20	34		50	7	127	7	444	54	655	72	727		
(4) Construction				3	1	9		49		107	3	345	26	559	29	588		
(5) Transportation and Communication	1							14	2	51	19	277	144	355	166	521		
(6) Service occupations — personal, protective, others	13	3	1	1	4	7	21	55	57	94	98	97	368	388	562	645	1,207	
(7) Agriculture	11	3	26		59	2	104	10	89	12	131	12	490	9	910	48	958	
(8) Fishing, hunting, trapping, mining, logging (including forestry)	5		12		13		30	2	24		32	6	123	2	239	10	249	
(9) Labourers (not classified elsewhere)	2	8	1	33	5	145	18	170	24	196	39	602	87	1,156	174	1,330		
(10) Unknown	8		11	8	39	21	126	80	304	138	381	181	1,201	797	2,070	1,225	3,295	
TOTAL TO EMPLOYMENT	41	6	64	11	181	38	497	174	772	310	1,181	511	4,481	3,488	7,217	4,538	11,755	
B. OTHER DESTINATIONS																		
(1) Marriage (Girls only). Boys should be classified by occupation or as out of work		4		7		17		42		106		189		497		862	862	
(2) Helping at Home—domestic duties (Girls only). Boys should be classified by the occupation engaged in			11		21	58	84		104		79		198		555	555		
(3) Out of work	10	2	28	3	39	12	75	28	104	25	84	27	169	98	509	195	704	
(4) Death or Disability	14	4	8	1	9	5	10	5	24	25	18	21	40	24	123	85	208	
(5) To Corrective Institutions	6	2	19	7	32	19	32	14	23	11	16	2	10	4	138	59	197	
(6) Others (Specify)	65	65	18	14	17	28	40	37	23	25	18	29	31	35	212	233	445	
(7) Unknown	31	15	25	16	50	31	83	65	300	169	308	192	496	369	1,293	857	2,150	
TOTAL OF OTHER DESTINATIONS	126	103	98	69	147	170	240	275	474	465	444	539	746	1,225	2,275	2,846	5,121	
TOTAL OF A (EMPLOYMENT) AND B (OTHER DESTINATIONS) ONLY	167	109	162	80	328	208	737	449	1,246	775	1,625	1,050	5,227	4,713	9,492	7,384	16,876	

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Table U
Per Pupil Expenditure on Education 1959-60, 1968-69, 1969-70

		1959-60(b)	1968-69(a)	1969-70(a)
All Schools	Per year (enrolment)	325.00	652.05	726.37
School Divisions and Counties (including many Town, Village and Consolidated School Districts)	Per year (enrolment)	388.52	705.28	782.67
School Districts not in Divisions or Counties				
City Public Schools —	Per year (enrolment)	299.69	653.54	734.53
Town and Village Public Schools —	Per year (enrolment)	244.99	598.18	694.11
Consolidated Schools —	Per year (enrolment)	311.28	597.65	602.00
R.C. Separate Schools (City, Town, Village & Rural) —	Per year (enrolment)	248.40	583.35	654.40
City Separate Schools —	Per year (enrolment)	—	586.77	662.04
Town and Village Separate Schools —	Per year (enrolment)	—	559.41	581.56

Footnotes:

(a) 1968 and 1969 per pupil expenditures were obtained by dividing into the 1968 and 1969 expenditures the enrolments as of September 30, 1968 and September 30, 1969 respectively.

(b) 1968 was the last year for which June 30th enrolment data are available.

Table V
Average Salary Rate of Teachers 1968-69 and 1969-70

	Number of Teachers 1968-69	Average Salary Rate 1968-69		Number of Teachers 1969-70	Average Salary Rate 1969-70
All Schools	20,687	8,173.74	All Schools	21,727	8,950.27
Divisions and Counties	7,584	7,908.55	Divisions and Counties	7,866	8,552.38
Public School Districts:			Public School Districts:		
City and Town Schools	9,245	8,471.07	City and Town Schools	9,747	9,323.05
Village Schools	31	8,052.26	Village Schools	34	8,310.29
Consolidated Schools	36	7,730.83	Consolidated Schools	35	8,069.28
Regional High Schools	1	13,000.00	Regional High Schools	2	11,600.00
R.C. Separate School Districts:			R.C. Separate School Districts:		
Cities and Towns	3,395	7,923.38	Cities and Towns	3,655	8,823.13
Villages	17	7,843.12	Villages	15	8,145.40

Includes temporary teachers

Table W

Teachers' Salaries - 1969-70 - in all Schools

Certificate		Number of Teachers	Average Salary
Academic, High School and Professional	Male	6,422	10,884.99
	Female	5,013	9,608.27
Standard E and Standard S (or Both)	Male	1,448	8,499.51
	Female	4,204	7,185.40
Elementary and Intermediate and First	Male	132	11,275.40
	Female	724	7,521.72
Junior E	Male	301	8,416.55
	Female	2,476	7,094.61
Second	Male	15	7,449.40
	Female	259	6,965.79
Letter of Authority	Male	194	7,357.69
	Female	539	6,495.57
		21,727	8,950.27

Includes temporary teachers